



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me	Celebrations	Castles, Knights and Dragons	Percy The Park Keeper	Traditional Tales	Pirates/ Fun at the Seaside
Focus Topics	Starting School My New Class New Beginnings Ourselves My Body How have I changed? What am I good at? My Family Being Kind	Celebrations Light and Dark Autumn Christmas	Castles, Knights Dragon Stories Seasonal Changes	Changes and Nature, Animal Habitats	Traditional Tales and Nursery Rhymes. Growing Personal Hygiene Summer	Underwater worlds Travel Summer Seasonal Changes.
'Wow' moments / Key Events	Transition Birthdays Harvest Autumn	Remembrance Day Bonfire Night Nativity Christmas	Enrichment Week Chinese New Year Shrove Tuesday Lent	World Book Day Mother's Day Easter St George's Day Internet Safety Day Easter Egg Hunt	Sports Day Summer Swimming	Pirate Fun Day Class Trip Summer Gala Performance Transition to Year 1
Other Key Texts	The Colour Monster Dogger Elmer Five Minutes Peace Titch You can! You Choose	Owl Babies Funnybones Rama and Sita The Jolly Christmas Postman Mog's Birthday Christmas Stories/Nativity	Zog There is No Dragon in This Story. The Princess and the Wizard. The Paper Bag Princess Nibblesome Knight	One Springy Day The Rescue Party After The Storm A Flying Visit	Jack & The Beanstalk Goldilocks and The Three Bears The Three Billy Goats Gruff Little Red Riding Hood	Billy's Bucket A Giant Jam Sandwich Tiddler
Literacy - Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about	Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and	Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences	Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are	Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event /



	<p>print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. Home reading books match their phonic knowledge.</p>	<p>orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoy an increasing range of books. Home reading books match their phonic knowledge.</p>	<p>made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read some ‘tricky words.’ Home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play</p>	<p>increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. Information leaflets about animals in the garden/plants and growing. World Book Day Activities. Timeline of how plants grow. Home reading books match their phonic knowledge.</p>	<p>words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions. Home reading books match their phonic knowledge.</p>	<p>setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Home reading books match their phonic knowledge.</p>
<p>Literacy - Word Reading</p>	<p>Supersonic Phonics: The Basics 2. Linking sounds to letters. Reading: Initial sounds, oral blending, CVC sounds, reciting</p>	<p>Supersonic Phonics: The Basics 2&3 Differentiated groups. Reading: Blending CVC sounds, rhyming, alliteration, knows</p>	<p>Supersonic Phonics: The Basics 2 & 3 Differentiated groups. Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become</p>	<p>Supersonic Phonics: The Basics 2,3 & 4 Differentiated groups. Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction</p>	<p>Supersonic Phonics: The Basics 2,3 & 4 Differentiated groups. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital</p>	<p>Supersonic Phonics: The Basics 2,3 & 4 Differentiated groups. Reading: Reading simple sentences with fluency. ELG: Reading CVCC and CCVC words</p>



	known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.	that print is read from left to right. Spotting diagraphs in words. Show children a range of different strategies to identify sounds in words e.g Robot arms, sound buttons.	familiar with phonic sounds. Provide opportunities for children to read words containing familiar phonic sounds.	books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.	letters and lower case letters.	confidently. 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.
Literacy – Writing	Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.	Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation.	Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Practising correct letter formation.	Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation	Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation	Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. ELG: Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation
Mathematics	White Rose Maths: -Match Sort & Compare Objects	White Rose Maths: -Circles & Triangles	White Rose Maths: -Alive in 5 -Weight & Capacity -6,7,8	White Rose Maths: Length Height & Time -Building 9 &10 - 3D Shapes	White Rose Maths -To 20 and Beyond -How many now?	White Rose Maths -Sharing and Grouping -Visualise and Build



	-Talk about and measure patterns -It's me 1,2,3 (Introducing 1,2,3)	- 1,2,3,4,5 -Shapes with 4 sides			-Manipulate and Decompose	-Consolidation ELG: Have a deep understanding of number to 10, including the composition of each number.
Communication and Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.					
	Settling in activities and carpet times. Nursery rhymes. The Colour Monster – moods and feelings. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?” Speech assessments.	Links to festivals children’s experiences, talking about shared experiences. Songs – Christmas Concert and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news	Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing Christmas holiday news.	Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who... Sharing weekend news.	Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news.	Able to talk about own abilities in positive way. ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Holding conversation in back and forth exchanges with adults and peers. Participate in small group, class



						and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Sharing experiences from their lives using full sentences including use
Physical Development	Cooperation and Moving Gross Motor: Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting					



	<p>Fine Motor: Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.</p>	<p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.</p>	<p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p>	<p>Fine Motor: Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.</p>	<p>Fine Motor: Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture. Start to draw pictures that are recognisable. ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery</p>
<p>Personal, Social and Emotional Development</p>	<p>Self-Regulation: Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.</p>					<p>ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple</p>



						goals, being able to wait for what they want and control their immediate impulses when appropriate.
	Managing Self: New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships.	Managing Self: Getting on and falling out. How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it	Managing Self: Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.	Managing Self: Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.	Managing Self: Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day. Winning and losing. Changing me - Look how far I've come! ELG: 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: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.					ELG: 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.
	JIGSAW: Being Me in My World Piece 1 – Who...Me? Piece 2 – How Am I Feeling Today? Piece 3 – Being at School Piece 4 – Gentle Hands Piece 5 – Our Rights Piece 6 – Our Responsibilities	JIGSAW: Celebrating Differences Piece 1 – What I Am Good At Piece 2 – I'm Special, I'm Me! Piece 3 – Families Piece 4 – Houses and Homes Piece 5 – Making Friends Piece 6 – Standing Up For Yourself	JIGSAW: Dreams and Goals Piece 1 – Challenge Piece 2 – Never Giving Up Piece 3 – Setting a Goal Piece 4 – Obstacles and Support Piece 5 – Flight to the Future Piece 6 – Award Ceremony	JIGSAW: Healthy Me Piece 1 – Everybody's Body! Piece 2 – We Like to Move It, Move it! Piece 3 – Food Glorious Food Piece 4 – Sweet Dreams Piece 5 – Keeping Clean Piece 6 – Stranger Danger	JIGSAW: Relationships Piece 1 – My Family and Me! Piece 2 – Make Friends, Never Ever Break Friends! Part 1 Piece 3 – Make Friends, Never Ever Break Friends! Part 2 Piece 4 – Falling Out and Bullying Part 1 Piece 5 – Falling Out and Bullying Part 2 Piece 6 – Being the Best Friend We Can Be	JIGSAW: Changing Me Piece 1 – My Body Piece 2 – Respecting My Body Piece 3 – Growing Up Piece 4 – Fun and Fears Piece 5 – Fun and Fears Piece 6 – Celebration
Understanding the World	<u>Past and Present</u> Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and	<u>Past and Present</u> Links to festivals: Bonfire night, Diwali, Christmas. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.	<u>Past and Present</u> Exploring Dragons and Castles. Do homes look like castles? Are there some castles in the present? Do dragons live now? Role-play – Knights and Princesses in the castle	<u>Past and Present</u> Exploring the changes in nature. Role Play- Garden Centre.	<u>Past and Present</u> Exploring changes in nature and themes of traditional tales. Role Play – Traditional	<u>Past and Present</u> Exploring the seaside now and in the past. 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.



	<p>describe people who are familiar to them. Our school. Role play – home setting. Their past and their life as a baby</p> <p>Science Ourselves – parts of the body.</p>					
	<p>People, Culture and Communities Describing their environment around them. Can they locate their home on google maps? Exploring what makes a family. The varying members of a family unit.</p>	<p>People, Culture and Communities Links to festivals: Bonfire night Diwali Christmas Role play – Celebration scenes. Cultural Events –Bonfire Night, Remembrance Sunday, Christmas, Diwali.</p>	<p>People, Culture and Communities Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day</p> <p>Talk about the difference between their house and a house for a dragon.</p>	<p>People, Culture and Communities Describing their local habitat. Significant cultural events: Mother’s Day, Easter</p>	<p>People, Culture and Communities Maps of the forrest and areas from the traditional tales and developing maps of the local area.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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.</p>



	<p><u>The Natural World</u> Seasons – Autumn – differences and changes over time – weather, animals and plants.</p>	<p><u>The Natural World</u> Changing State of Materials. Explore and talk about different forces the can feel. Talk about the differences between materials and changes they notice.</p>	<p><u>The Natural World</u> Seasons – Winter – differences and changes over time – weather, animals and plants. Observe and draw different environments.</p>	<p><u>The Natural World</u> Animal habitats. 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.</p>	<p><u>The Natural World</u> Jack and the Beanstalk- Growing plants. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after the caterpillars</p>	<p>The Natural World Seasons – Summer– differences and changes over time – weather, animals and plants. ELG: 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.</p>
Expressive Arts and Design	Creating with Materials: Self portraits Use of the					



	continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures.					
	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Harvest songs. Role-play – home corner. Small world play					
	Get Set 4 Music: All about Me. Unit 1	Get Set 4 Music:				