

| Term         | Autumn 1                                                                                                                        | Autumn 2                                                                                                                                    | Spring 1                                                                                                                               | Spring 2                                                                                                    | Summer 1                                                                                                                                                                                                                    | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Topic        | <b>Magnificent me!</b><br>                     | <b>Lets celebrate In a Magical Land Far, Far Away!</b><br> | <b>In the life around us/People who help us</b><br> | <b>Come Outside!</b><br> | <b>Amazing animals</b><br>                                                                                                               | <b>Fun at the Seaside/ Ticket to ride!</b><br>                                                                                                                                                                                                                                                                                                                  |
| Focus topics | Starting school<br>my new class<br>New Beginnings<br>My family<br>PSED focus<br>relationships<br>feelings<br>What am I good at? | Bonfire night celebrations<br>Harvest<br>The Nativity<br>Christmas Lists<br>Letters to Father Christmas<br>Seasons - Autumn                 | People who help us<br>Careers<br>Optician<br>Dentists<br>Shop keepers<br>Teachers<br>Restauran<br>Librarian<br>Vets<br>Mechanics       | Plants & Flowers<br>Weather / seasons<br>Planting beans/seeds<br>Fun Science/Life cycles<br>Space           | Life cycles<br>Safari<br>Animals around the world<br>Climates / Hibernation<br>Down on the Farm<br>MiniBeasts<br>Animal Arts and crafts<br>Night and day animals<br>Animal patterns<br>David Attenborough<br>Happy Habitats | Under the sea<br>Off on holiday / clothes<br>Where in the world shall we go?<br>Send me a postcard!<br>Marine life<br>Fossils – Mary Anning<br>Seaside in the past<br>Compare: Now and then!<br>Seaside art<br><br>Around the Town<br>How do I get there?<br>Where in the world have you been?<br>Where do we live in the UK / world?<br>Fly me to the moon!<br>Vehicles past and Present<br>Design your own transport!<br>Who was Neil Armstrong? |

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| Key texts  | <p><b>Colour Monster</b><br/> <b>Ruby's worries</b><br/> <b>People who help us</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Little Red Hen</b><br/> <b>The christmas story</b><br/> <b>Leafman</b><br/> <b>What's in the Witch's Kitchen</b><br/> <b>Room on the broom</b><br/> <b>The Gingerbread man</b></p>                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Builders - Three Little Pigs</b><br/> <b>Mr Men</b><br/> <b>chinese new year</b><br/> <b>Chinese new year</b><br/> <b>Burglar Bill</b><br/> <b>The Great Race</b></p>                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>life cycle of a bean</b><br/> <b>The tiny seed</b><br/> <b>The very hungry caterpillar</b><br/> <b>Jack and the beanstalk</b><br/> <b>Jaspers beanstalk</b><br/> <b>The ugly duckling</b></p>                                                                                                                                                                                                                                        | <p><b>Little red hen</b><br/> <b>Rainbow fish</b><br/> <b>Handa's surprise</b><br/> <b>The very lazy ladybird</b><br/> <b>Monkey puzzle</b><br/> <b>The hare and the tortoise</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Continents</b><br/> <b>Asia</b><br/> <b>Africa</b><br/> <b>North/ south America</b><br/> <b>Antarctica</b><br/> <b>Europe</b><br/> <b>Australia</b><br/> <b>Grandad's island</b><br/> <b>Commotion in the ocean</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Vocabulary | <p><b>Starting school:</b> first day, classroom, teacher, rules, routine</p> <p><b>My new class:</b> friends, sharing, listening, kindness, turn-taking</p> <p><b>New beginnings:</b> new, change, brave, excited, try</p> <p><b>My family:</b> mum, dad, siblings, home, love</p> <p><b>PSED:</b> confidence, independence, respect, safe, proud</p> <p><b>Relationships:</b> friendship, caring, teamwork, trust</p> <p><b>Feelings:</b> happy, sad, worried, calm, excited</p> <p><b>What am I good at:</b> drawing, reading, building, helping, trying</p> | <p><b>Bonfire Night celebrations:</b> fireworks, bonfire, sparks, bang, glow, night, safety</p> <p><b>Harvest:</b> harvest, crops, wheat, fruit, vegetables, farm, gather, share, thankful</p> <p><b>The Nativity:</b> Jesus, Mary, Joseph, stable, star, shepherds, angels, wise men, gifts</p> <p><b>Christmas lists:</b> list, presents, toys, wishes, choose, want, hope</p> <p><b>Letters to Father</b></p> <p><b>Christmas:</b> letter, write, draw, envelope, stamp, post, address</p> <p><b>Seasons – Autumn:</b> autumn, leaves, fall, windy, rainy, cold, orange, brown, crunchy</p> | <p><b>People who help us:</b> helper, care, support, job, community, kind, safe</p> <p><b>Careers:</b> job, work, role, skills, uniform, tools, workplace</p> <p><b>Optician:</b> eyes, glasses, vision, test, see, lenses</p> <p><b>Dentist:</b> teeth, brush, clean, smile, check-up, healthy</p> <p><b>Shop keeper:</b> shop, sell, buy, money, customer, till</p> <p><b>Teacher:</b> school, teach, learn, help, classroom, lesson</p> <p><b>Restaurant:</b> food, menu, cook, serve, table, order</p> <p><b>Librarian:</b> books, read, library, borrow, return, quiet</p> | <p><b>Plants &amp; flowers:</b> plant, flower, leaf, stem, roots, grow, soil, water</p> <p><b>Weather / seasons:</b> weather, sun, rain, wind, snow, hot, cold, seasons</p> <p><b>Planting beans/seeds:</b> seed, bean, plant, soil, water, grow, dig, pot</p> <p><b>Fun science / life cycles:</b> life cycle, grow, change, baby, adult, hatch, develop</p> <p><b>Space:</b> space, sun, moon, stars, planet, rocket, astronaut, sky</p> | <p><b>Life Cycles:</b> life cycle, birth, growth, adult, reproduction, metamorphosis, offspring</p> <p><b>Safari:</b> safari, savannah, jungle, predator, prey, wildlife, habitat</p> <p><b>Animals Around the World:</b> continent, habitat, species, endangered, extinct, adaptation, biodiversity</p> <p><b>Climates / Hibernation:</b> climate, temperature, hibernation, migration, adaptation, season, survival</p> <p><b>Down on the Farm:</b> farm, livestock, crops, harvest, pasture, barn, tractor</p> <p><b>MiniBeasts:</b> Minibeast, insect, invertebrate, spider, beetle, antennae, habitat</p> | <p><b>Under the Sea:</b> underwater, ocean, sea, coral reef, tide, waves, seabed, submarine</p> <p><b>Off on Holiday / Clothes:</b> holiday, suitcase, packing, outfit, clothing, swimsuit, sunglasses, travel</p> <p><b>Where in the World Shall We Go?:</b> world, country, continent, map, globe, location, journey, destination</p> <p><b>Send Me a Postcard!:</b> postcard, message, address, stamp, envelope, mail, greeting, postcard image</p> <p><b>Marine Life:</b> marine life, ocean animals, fish, dolphin, whale, shark, plankton, seaweed</p> <p><b>Fossils:</b> fossil, bone, rock, palaeontology, discovery, Jurassic, Mary Anning, excavation</p> |

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|                            |                                                 |                                                                                                      | <ul style="list-style-type: none"> <li>• <b>Vet:</b> animals, pet, care, help, sick, healthy</li> <li>• <b>Mechanic:</b> car, fix, tools, engine, repair, garage</li> </ul> |                                                                                                                                                      | <p><b>Animal Arts and Crafts:</b> texture, collage, pattern, design, sculpture, colour, materials</p> <p><b>Night and Day Animals:</b> nocturnal, diurnal, predator, prey, camouflage, hunting, activity</p> <p><b>Animal Patterns:</b> stripe, spot, pattern, symmetry, camouflage, markings, fur</p> <p><b>David Attenborough:</b> documentary, wildlife, conservation, habitat, nature, ecosystem, filming</p> <p><b>Happy Habitats:</b> habitat, ecosystem, shelter, environment, food chain, adaptation, survival</p> | <p><b>Seasides in the Past:</b> seaside, Victorian, bathing machine, pier, promenade, history, holidaymakers, past</p> <p><b>Compare: Now and Then!</b> compare, present, past, change, difference, timeline, modern, historical</p> <p><b>Seaside Art:</b> art, painting, sketch, sculpture, collage, texture, colour, seaside scene</p> |
| 'Wow' moments / Key Events | Transition Birthdays<br>Harvest<br>Autumn Trail | Little City Visit<br>Cultural Day<br>Christmas Nativity<br>Diwali<br>Remembrance Sunday<br>Halloween | Builders - Three Little Pigs<br>Mr Men<br>Chinese new year<br>The Great Race                                                                                                | Winter Walk<br>Valentines Day<br>Pancake Day<br>World Book Day<br>Mother's Day<br>Easter<br>St George's Day<br>Internet Safety Day<br>Easter Egg Hut | Egg Hatching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Local Park                                                                                                                                                                                                                                                                                                                                |
| Literacy - Comprehension   | Listening to stories. Joining                   | Beginning to retell stories.                                                                         | Retelling stories with the                                                                                                                                                  | Building fluency and                                                                                                                                 | Explaining the stories they                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Demonstrate understanding                                                                                                                                                                                                                                                                                                                 |

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|                                | <p>in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print. Having a favourite story/rhyme.</p> <p>Understand the five key concepts about 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.</p> <p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories</p> | <p>Retell stories related to events through acting/role play.</p> <p>Retelling stories using images / apps.</p> <p>Retelling of stories.</p> <p>Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letters– sound correspondences.</p> <p>Enjoys an increasing range of books. Actions to retell the story. Story Maps.</p> | <p>recently introduced vocabulary.</p> <p>Making up stories with themselves as the main character.</p> <p>Encourage children to record stories through picture drawing/mark making.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to RWI.</p> <p>Ensure home reading books match their phonic knowledge.</p> <p>Using recently introduced vocabulary during discussions about stories and during role-play.</p> | <p>understanding.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>Information leaflets about animals in the garden/plants and growing.</p> <p>World Book Day Activities. Timeline of how plants grow.</p> | <p>have listened to or have read themselves.</p> <p>Retell a story with actions and / or picture prompts as part of a group.</p> <p>Use story language when acting out a narrative. Rhyming words.</p> <p>Can explain the main events of a story.</p> <p>Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.</p> | <p>of what has been read to them by retelling stories using their own words and recently introduced vocabulary.</p> <p>Can draw pictures of characters/ event / setting in a story.</p> <p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions.</p> <p>Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story.</p> <p>Can point to front cover, back cover, spine, blurb, illustration, illustrator,author and title</p> |
| <b>Literacy - Word Reading</b> | <p>Linking sounds to letters.</p> <p>Phonic Sounds: Bug club- Whole class.</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their</p>                                                                                                                                                                                                                                                          | <p>Begin to read words by soundblending.</p> <p>Phonic sounds- Bug club sounds-Differentiated groups.</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. Show children how to touch each finger as they say each sound. For exception</p>                                                                                                                                                       | <p>Introducing di-graphs.</p> <p>Phonic Sounds: Bug Club Differentiated groups</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide</p>                                                                                                                                                                                                                                                               | <p>Begin to read simple sentences.</p> <p>Phonic Sounds: Bug club Differentiated groups.</p> <p>Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of</p>                                                                                                                                                                                                         | <p>Read and understand simple sentences.</p> <p>Phonic Sounds: Bug club Differentiated groups.</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>                                                                                                                    | <p>Reading and understanding sentences with fluency including some common exception words.</p> <p>Phonic Sounds: Bug club Differentiated groups.</p> <p>Reading: Reading simple sentences with fluency.</p> <p>Reading CVCC and CCVC words confidently. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words</p>                                                                                                                                                                                                                                                                |

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|                           | developing phonic knowledge.                                                                                                                                                                                                                                                                                                                 | words such as 'the' and 'said', help children identify the sound that is tricky to spell                                                                                                                                     | opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.                                                                                                                                                                                                                    | letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                  | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Literacy – Writing</b> | <p>Representing name and initial letter sounds.</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Writing initial sounds and simple captions. Use initial sounds to label characters / images.</p> <p>Writing Names and Labels. Writing messages.</p> <p>Practising correct letter formation</p> | <p>Writing CVC words. Name writing.</p> <p>Labelling using initial sounds.</p> <p>Story scribing.</p> <p>Retelling stories in the writing area.</p> <p>Sequencing the story.</p> <p>Practising correct letter formation.</p> | <p>Caption Writing and Tricky Words.</p> <p>Writing some of the tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words. Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context.</p> <p>Create a story board.</p> <p>Practising correct letter formation.</p> | <p>Begin to write simple sentences. 'Hold and write a sentence'.</p> <p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Labels and captions.</p> <p>Write a sentence. Ensuring correct letter formation.</p> | <p>Writing simple sentences. 'Hold and write a sentence'.</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly.</p> <p>Rhyming words. Write 2 sentences.</p> <p>Ensuring correct letter formation.</p> | <p>Writing simple sentences and phrases that can be read by others.</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Using familiar texts as a model for writing your own stories.</p> <p>Write a character description.</p> <p>Write three sentences with beginning, middle and end.</p> <p>Using correct letter formation.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with the letter or letters.</p> |
| <b>Mathematics</b>        | <p>Mathematical experiences:</p> <p>Counting rhymes and songs. Classifying objects based on one attribute.</p> <p>Matching equal and</p>                                                                                                                                                                                                     | <p>Numbers within 6: Number bonds to 5. Count up to six objects. One more and one fewer. Order numbers 1 to 6. Conservation of numbers within six.</p>                                                                       | <p>Numbers within 10:</p> <p>Number bonds to 10. Count up to ten objects. Represent, order and explore numbers to ten.</p>                                                                                                                                                                                                                       | <p>Numbers within 20:</p> <p>Count up to 10 objects. Represent, order and explore numbers to 20. One more and one fewer.</p>                                                                                                                                                                                | <p>Addition and subtraction within 20:</p> <p>Addition as counting on and subtraction as taking away within 20. Compare 2</p>                                                                                                                                                                                                    | <p>Have a deep understanding of number to 10, including the composition of each number.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                                   | <p>unequal sets.<br/>Comparing objects and sets.</p> <p>Subitising<br/>Ordering objects and sets / introduce manipulatives.<br/>Number recognition.<br/>2D Shape recognition.<br/>Pattern and early number: Recognise, describe, copy and extend colour and size patterns.<br/>Count and represent the numbers 1 to 3.<br/>Estimate and check by counting.<br/>Recognise numbers in the environment.<br/>A number every week 'Number of the week'</p> | <p>Addition and subtraction within 6: Explore zero. Addition and subtraction to 6.</p> <p>Measures: Estimate, order compare, discuss and explore capacity, weight and lengths.</p> <p>Shape and Sorting: Describe, and sort 2-D &amp; 3-D shapes.</p> <p>Describe position. Calendar and Time: Days of the Week. Seasons. Sequencing daily events.</p> | <p>One more or fewer, one greater or less. Subitising to 5. Odd numbers and even numbers.</p> <p>Addition and subtraction within 10: Explore addition as counting on and subtraction as taking away.</p> <p>Numbers within 15: Count up to 15 objects and recognise different representations. Order and explore numbers to 15. One more and one fewer.</p> | <p>Odd numbers and even numbers.</p> <p>Grouping and Sharing: Counting and sharing in equal groups. Grouping into fives and tens. Relationship between grouping and sharing.</p> <p>Doubling and halving: Doubling. Halving. The relationship between them.</p> | <p>amounts recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Shape and Pattern: Describe and sort 2-D and 3-D shapes. Recognise, complete and create patterns.</p> <p>Money: Coin recognition and values. Combinations to total 20p. Change from 10p.</p> <p>Measures: Describe capacities. Compare volumes. Compare weights. Estimate, compare and order and lengths</p> | <p>Begin to have a depth of numbers within 20: Verbally count beyond 20. Explore numbers and strategies.</p> <p>Recognise and extend patterns.</p> <p>Apply number, shape and measure knowledge.</p> <p>Count forwards and backwards.</p> <p>Numbers beyond 20: One more one less. Estimates and counting.</p> <p>Grouping and sharing.</p> <p>Odd numbers and even numbers. Subitise up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> |
| <b>Communication and Language</b> | 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.                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                   | <p>Settling in activities and carpet times. Nursery rhymes.</p> <p>The Colour Monster – moods and feelings.</p> <p>Adults modelling language throughout the day "Thank you!" "Good morning!" "How are you?" "Please could you pass me...?"</p>                                                                                                                                                                                                        | <p>Links to festivals, children's experiences, talking about shared experiences.</p> <p>Songs – Nativity and Christmas songs.</p> <p>Listening to stories and developing vocabulary.</p> <p>Good listening skills. Sharing weekend news.</p>                                                                                                           | <p>Listen to stories to build familiarity, understanding and increase vocabulary.</p> <p>Ability to speak in sentences using language to develop relationships.</p> <p>Retelling a story using story language.</p> <p>Asking how and why questions... Sharing Christmas holiday news.</p>                                                                   | <p>Sustained focus when listening to a story.</p> <p>Describing events in detail using connectives.</p> <p>Understanding and using question words such as what, where, who...</p> <p>Sharing weekend news.</p>                                                  | <p>Retelling stories with an increased knowledge of story language and vocabulary.</p> <p>Relate the stories they have listened to in their lives and their role-play.</p> <p>Make up their own stories with beginning, middle and end.</p> <p>Sharing Easter holiday news.</p>                                                                                                                                            | <p>Able to talk about own abilities in a positive way.</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>                                                                                                                                                                                                                                |

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| <b>Physical Development</b> | <p>Fundamentals ("All About Me")</p> <p><b>Gross Motor:</b><br/>Balancing (static and dynamic)<br/>Running and stopping safely<br/>Changing direction and speed<br/>Jumping and hopping<br/>Travelling in different ways (e.g., skipping, side-stepping)<br/>ng</p> | <p>Ball Skills ("Minibeasts")</p> <p><b>Gross Motor:</b><br/>Rolling and receiving a ball<br/>Throwing to a target<br/>Catching with control<br/>Bouncing and tracking a ball<br/>Introduction to kicking and dribbling with feet</p> | <p>Dance ("Everyday Life")</p> <p><b>Gross Motor:</b><br/>Travelling in different ways<br/>Creating shapes and balances<br/>Moving in time with music<br/>Linking movements into short sequences<br/>Responding to themes (everyday routines)</p> | <p>Gymnastics ("Animals and Habitats")</p> <p><b>Gross Motor:</b><br/>Shapes (tuck, star, straight, pike)<br/>Balances (points of contact, stillness)<br/>Rocking and rolling<br/>Simple sequences on floor and apparatus<br/>Linking movements smoothly</p> | <p>Games</p> <p><b>Gross Motor:</b><br/>Simple invasion and target games<br/>Sending and receiving under pressure<br/>Understanding space and positioning<br/>Working as part of a team<br/>Following rules and developing fair play<br/>Managing emotions during competition</p> | <p>Athletics &amp; Outdoor Challenges</p> <p><b>Gross Motor:</b><br/>Running (sprinting and pacing)<br/>Jumping for distance and height<br/>Throwing for distance and accuracy<br/>Simple relays and races<br/>Basic outdoor/team challenges and problem-solving tasks</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>                                                             |

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|                                                          | <p><b>Fine Motor:</b> Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities.</p> <p>Manipulate objects with good fine motor skills. Show preference for dominant hand.</p> <p>Draw lines and circles using gross motor movements.</p> <p>Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.</p>                                                                                                                                                                                                                                                                                                                                   | <p><b>Fine Motor:</b> Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities.</p> <p>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.</p> <p>Teach and model correct letter formation</p> | <p><b>Fine Motor:</b> Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities.</p> <p>Begin to form letters correctly.</p> <p>Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors.</p> | <p><b>Fine Motor:</b> Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities.</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed.</p> | <p><b>Fine Motor:</b> Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities.</p> <p>Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks.</p> <p>Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.</p> | <p><b>Fine Motor:</b> Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>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 / Build things with smaller linking blocks, such as Duplo or Lego.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> |
| <p><b>Personal, Social and Emotional Development</b></p> | <p><b>Self-Regulation:</b> 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, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Controlling your own feelings 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>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                          | <p><b>Managing Self:</b><br/>Being me in my world</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Managing Self:</b><br/>Celebrating Differences</p>                                                                                                                                                                                                                                                                                                                                                 | <p><b>Managing Self:</b><br/>Dreams and Goals</p>                                                                                                                                                                                                                                                                                                                               | <p><b>Managing Self:</b><br/>Healthy Me</p>                                                                                                                                                                                               | <p><b>Managing Self:</b><br/>Relationships</p>                                                                                                                                                                                                                                                                                                                    | <p><b>Changing me :</b><br/>Look how far I've come!</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|  | <p>See themselves as a valuable Individual.</p> <p>Being me in my world.<br/>Class Rule Rules and Routines.</p> <p>Supporting children to build relationships.</p>                                                                                                                                                                                                                                                                    | <p>Feelings.<br/>Learning about qualities and differences.</p> <p>Celebrating differences<br/>Identify and moderate their own feelings socially and emotionally.</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenario</p> <p>Covers anti-bullying, differences (gender, age, culture), understanding bullying, and accepting self and others.</p> | <p>Focuses on aspirations, overcoming disappointment, setting goals, working in a group, and resilience.</p> <p>Talk them through why we take turns, wait politely, tidy up after ourselves and so on.Friendships.</p> <p>Dreams and Goals.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p> | <p>What makes a good friend? Healthy Me.</p> <p>Random acts of Kindness.<br/>Looking after pets.</p> <p>Looking After our Planet.</p> <p>Give children strategies for staying calm in the face of frustration.</p> <p>Covers physical and mental health, healthy lifestyles (diet, exercise, sleep), safety (including online)</p> <p>.Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food Choices</p> | <p>Focus on friendship, family, conflict resolution, showing appreciation, love and loss, and understanding group dynamics.</p>                                                                                                                         | <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Covers life cycles (nature and human), physical and emotional changes during puberty, body image, and preparing for transitions.</p> <p>Taking part in sports day. Winning and losing.</p> |
|  | <p><b>Building Relationships:</b> 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.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                         | <p>Work and play cooperatively and take turns with others.<br/>Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs</p>                                                                                                                                                                                                                           |
|  | <p><b>JIGSAW:</b><br/><b>Being Me in My World</b><br/>Piece 1 – Who...Me?<br/>Piece 2 – How Am I Feeling Today?<br/>Piece 3 – Being at School<br/>Piece 4 – Gentle Hands<br/>Piece 5 – Our Rights<br/>Piece 6 – Our Responsibilities</p>                                                                                                                                                                                              | <p><b>JIGSAW:</b><br/><b>Celebrating Differences</b><br/>Piece 1 – What I Am Good At<br/>Piece 2 – I'm Special, I'm Me!<br/>Piece 3 – Families<br/>Piece 4 – Houses and Homes<br/>Piece 5 – Making Friends<br/>Piece 6 – Standing Up For Yourself</p>                                                                                                                                                                                                | <p><b>JIGSAW:</b><br/><b>Dreams and Goals</b><br/>Piece 1 – Challenge<br/>Piece 2 – Never Giving Up<br/>Piece 3 – Setting a Goal<br/>Piece 4 – Obstacles and Support<br/>Piece 5 – Flight to the Future<br/>Piece 6 – Award Ceremony</p>                                                                                                                                                              | <p><b>JIGSAW:</b><br/><b>Healthy Me</b><br/>Piece 1 – Everybody's Body!<br/>Piece 2 – We Like to Move It, Move it!<br/>Piece 3 – Food Glorious Food<br/>Piece 4 – Sweet Dreams<br/>Piece 5 – Keeping Clean<br/>Piece 6 – Stranger Danger</p>                                                                                                                                                                                                                                                   | <p><b>JIGSAW:</b><br/><b>Relationships</b><br/>Piece 1 – My Family and Me!<br/>Piece 2 – Make Friends, Never Ever<br/>Break Friends! Part 1<br/>Piece 3 – Make Friends, Never Ever<br/>Break Friends! Part 2<br/>Piece 4 – Falling Out and Bullying</p> | <p><b>JIGSAW:</b><br/><b>Changing Me</b><br/>Piece 1 – My Body<br/>Piece 2 – Respecting My Body<br/>Piece 3 – Growing Up<br/>Piece 4 – Fun and Fears<br/>Piece 5 – Fun and Fears<br/>Piece 6 – Celebration</p>                                                                                                                                                                                                  |

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| Understanding the World | <b>People, Culture and Communities</b><br><br>Describing their environment around Them.<br><br>Can they locate their home on google Maps?<br><br>Exploring what makes a family. The varying members of a family unit. | <b>People, Culture and Communities</b><br><br>Links to festivals: Bonfire night<br>Diwali<br>Christmas<br>Role play – Christmas home scene.<br>Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, and Diwali. | <b>People, Culture and Communities</b><br><br>Chinese New Year – how is it celebrated? How is it different from New Year here? Celebrating our differences.<br><br>Significant cultural events: Pancake Day<br>Easter<br>Mother's Day                      | <b>People, Culture and Communities</b><br><br>Maps of the farmyard and developing maps of the local area.                                                                                                                                                                                                                        | <b>People, Culture and Communities</b><br><br>Describing their local habitat and a contrasting country.<br><br>What are the similarities and differences?<br>Exploring Africa        | Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.<br><br>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.<br><br>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. |
|                         | <b>The Natural World</b><br><br>Seasons – Autumn – differences and changes over time – weather, animals and plants.                                                                                                   | <b>The Natural World</b><br><br>Exploring light and dark. How can we see in the dark?<br><br>Exploring Space. How can we get to Space? Introduce the children to NASA and astronauts.                                                                  | <b>The Natural World</b><br><br>Seasons – Winter – differences and changes over time – weather, animals and plants.<br>Melting ice experiments.<br><br>Non fiction arctic environment and Animals.<br><br>Comparing the Arctic to their local environment. | <b>The Natural World</b><br><br>Seasons – Spring – differences and changes over time – weather, animals and plants.<br>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.<br><br>Create opportunities to discuss how we care for the natural | <b>The Natural World</b><br><br>Care and concern for living things.<br>Planting Sunflowers, beans and other flowers.<br>Observing minibeasts.<br>Looking after the eggs/chicks/ducks | <b>The Natural World</b><br><br>Exploring the differences between land and water. Explore the natural world around them, making observations and drawing pictures of animals and plants.<br><br>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.                                                                                                                                |

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|                           |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                              |                                                                                                                                                                                            | <p>world around us.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> |                                                                                                                                                                                                        | <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>                                                                                                                                                                                                                                                                                                                     |
| Expressive Art and Design | <p><b>Creating with Materials:</b></p> <p>Self portraits<br/>Use of the continuous provision and how to use the paint and workshop Areas.</p> <p>Autumn pictures.</p> <p>Mixing colours and exploring textures.</p> | <p><b>Creating with Materials:</b></p> <p>Linking colours to festivals.<br/>Firework pictures.</p> <p>Rocket models.</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas decorations, Christmas cards, Divas.</p> | <p><b>Creating with Materials:</b></p> <p>Winter pictures and scenes.<br/>Chinese New Year- lanterns</p>                                                                                   | <p><b>Creating with Materials:</b></p> <p>Spring pictures.</p> <p>Flower artwork.</p>                                                                                                                     | <p><b>Creating with Materials:</b></p> <p>Farm pictures</p> <p>Healthy Eating collages.</p> <p>African Art</p>                                                                                         | <p><b>Creating with Materials:</b></p> <p>Summer pictures.</p> <p>Marine life pictures.</p> <p>Paper plate jellyfish.</p> <p>Making passports.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> |
|                           | <p><b>Being Imaginative and Expressive:</b></p> <p>Singing songs and learning some familiar songs – Harvest songs.</p> <p>Role-play – home corner.<br/>Small world play</p>                                         | <p><b>Being Imaginative and Expressive:</b></p> <p>Singing songs and learning some familiar songs – Christmas songs.</p> <p>Performing the Nativity.<br/>Role-play – home corner (enhanced with Christmas)</p>                               | <p><b>Being Imaginative and Expressive:</b></p> <p>Singing songs and learning some familiar songs – Winter songs.</p> <p>Role-play – the arctic.</p> <p>Small world - arctic explorer.</p> | <p><b>Being Imaginative and Expressive:</b></p> <p>Singing songs and learning some familiar songs – Easter songs.</p> <p>Role-play – home scene.</p> <p>Small world – Castles and Dragons.</p>            | <p><b>Being Imaginative and Expressive:</b></p> <p>Singing songs and learning some familiar songs – Spring songs.</p> <p>Role-play – farm shop/garden centre.</p> <p>Small world play – farmyards.</p> | <p><b>Being Imaginative and Expressive:</b></p> <p>Singing songs and learning some familiar songs – Seaside/Sea songs.<br/>Role-play – under the sea.<br/>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known</p>                                                                                                                                                                                    |

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|                   |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                     | Chinese New Year songs.                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                 | nursery rhymes and songs.<br><br>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.                                                                                                                                                                |
| <b>SMSC</b>       | <b>Mutual respect</b><br><br>We are all unique.<br><br>We respect differences between different people and their beliefs in our community, in this country and all around the world.<br><br>All cultures are learned , respected, and celebrated. | <b>Mutual Tolerance</b><br><br>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.<br><br>Mutual tolerance of those with different faiths and beliefs and for those without faith. | <b>Rule of law</b><br><br>We all know that we have rules at school that we must follow.<br><br>We know who to talk to if we do not feel safe.<br><br>We know right from wrong.<br><br>We recognise that we are accountable for our actions.<br><br>We must work together | <b>Individual liberty</b><br><br>We all have the right to have our own views.<br><br>We are all respected as individuals. We feel safe to have a go at new activities.<br><br>We understand and celebrate the fact that everyone is different. | <b>Democracy</b><br><br>We all have the right to be listened to.<br><br>We respect everyone and we value their different ideas and opinions.<br><br>We have the opportunity to play with who we want to play with.<br><br>We listen with intrigue and value and respect the opinions of others. | <b>British Values</b><br><br>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.<br><br>Fundamental British Values are not exclusive to being British and are shared by other democratic countries |
| <b>Assessment</b> | Baseline on Sonar<br>Phonics Assessment<br>Finger Grip Assessment<br>National Reception Baseline Assessment (RBA)<br>Observations on Dojo                                                                                                         | Sonar data<br>Phonics Assessment<br>Finger Grip Assessment<br>Pupil progress meetings<br>In-house moderation<br>EYFS team meetings                                                                                                  | Sonar data<br>Phonics Assessment<br>Pupil progress meetings<br>In-house moderation<br>EYFS team meetings                                                                                                                                                                 | Sonar data<br>Phonics Assessment<br>Finger Grip Assessment<br>GLD predictions<br>Pupil progress meetings<br>In-house moderation<br>EYFS team meetings                                                                                          | Sonar data<br>Phonics Assessment<br>Finger Grip Assessment<br>Pupil progress meetings<br>In-house moderation<br>EYFS team meetings                                                                                                                                                              | Sonar data<br>Phonics Assessment<br>Finger Grip Assessment<br>Pupil progress meetings<br>In-house moderation<br>EYFS team meetings<br>End of Year Data submitted<br>End of year Report to parents                                                                                                              |