			Personal,					
		Communication	Social and	Physical			Understanding the	Expressive Arts
	Торіс		Emotional	Development	Literacy	Mathematics	World	•
		and Language		Development			wond	and Design
			Development					
	Families	Nursery: Begin to share	Nursery: Settling in.	Nursery: P.E.	Nursery: Understand	Nursery: Sing counting songs	Nursery:	Nursery:
		information about our	Learning routines and	Gymnastics - floor	the five key concepts	using practical objects to	Begin to make sense of their own	Show an interest in
		ourselves, our families,	rules and beginning to	skills. Practise moving	about print:	support. Begin to say one	life-story and family's history.	mark-making, exploring
	Additional Topics:	experiences, our	follow them with adult	in ways modelled by	 print has meaning - 	number for each item in order:	Continue developing positive	different mark-making
	Settling In,	likes/dislikes by	support where	others: rolling,	print can have	1,2,3,4,5, pointing to objects and	attitudes about the differences	materials by making
	Seasons, Forest	responding to a	necessary.	crawling , walking,	different purposes	giving one number name for each	between people.	dots, lines and circles.
	School,	stimulus with gestures	Making new friends by	jumping, running,	- we read English text	object (one to one	Know that there are different	Begin to give meaning to
	Gardening.	or verbalisations.	playing alongside them.	hopping, skipping,	from left to right and	correspondence) with support	countries in the world and talk	the marks they make.
		Exploring our	Recognise key people	climbing.	from top to bottom	were needed.	about the differences they have	Explore colour and
	Core Texts:	environment and	who they can call upon		- the names of the	Begin to understand that the last	experienced or seen in photos.	colour-mixing. Focus on
	Avocado Baby,	gesturing/ sharing/	for support.	Gain greater control of	different parts of a	number reached when counting		primary colours (red,
	Come to School	showing/ verbalising	Begin to develop their	their whole body	book	a small set of objects tells you	Reception: Talk about members	yellow and blue) and
	too Blue Kangaroo,	what we notice with	sense of responsibility	through continual	 page sequencing. 	how many there are in total	of their immediate family and	encourage them to mix
	Funnybones,	adult encouragement	and membership of a	practice of large	Discution.	('cardinal principle') with support	community.	two together at a time.
	Giraffe's Can't	Provide Chara	community.	movements, such as	Phonics:	where needed.	How are we the same and	Ask them what colour
	Dance, Something	Reception: Share	Understand the	waving, kicking,	A1 Desire to motion	Begin to show 'finger numbers'	different?	they make when mixed
	Else, We Are All	information about ourselves and	importance of being	rolling, spinning,	A1 Begin to notice	up to 5, with support where needed.	How we look/people in our	together.
	Different (Twinkl),		healthy, by following	crawling and walking.	different sounds around them and start		family/what we do with our family /where we live.	Listen with increased attention to sounds.
	I am the Seed that	experiences with	hygiene practises with	Copy actions to music. Continue to practise	to notice that	Talk about and explore 2D shapes	Name and describe people who	Respond to stimuli they
	Grew the Tree	greater independence. Revisit our environment	adult support, such as washing hands	kicking, throwing and	different objects can	(for example, circles, rectangles, triangles and squares) using	are familiar to them.	have heard, expressing
	(daily poetry	and be able to verbalise	regularly, not putting	catching balls.	make different	informal and mathematical	Enjoys joining in with family	their thoughts and
	book).	the rules, expectations	resources in mouth,	Build basic towers	sounds. A2 Enjoy	language: 'sides', 'corners';	customs and routines.	feelings.
		and possibilities within	blowing nose with	independently with a	exploring the different	'straight', 'flat', 'round.'	Comment on images of familiar	Begin to sing along to
	Literacy Tree	each area.	tissue, brushing teeth,	range of appropriate	sounds that	Begin to play a variety of board	situations in the past.	familiar songs and copy
	Books - Outside	Verbalise expectations,	drinking water/milk	resources.	instruments make and	games in a small group with adult	What are the	actions modelled by an
	Inside: Where the	rules and offer support	and eating healthy	Begin to use a	understand that they	support.	similarities/differences?	adult.
	Wild Things Are,	to new friends.	food.	scooter/tricycle with	have to do something	Begin to complete simple jigsaws,	Looks closely at similarities,	
	Bring the Rain to Capiti Plain.	Maintains attention,	Understand the	control.	to or with the	with support where needed (peg,	differences and patterns and	Reception:
	Capiti Plain.	concentrates and sits	importance of keeping	Explore different	instrument to make a	pairs, multi-piece).	change.	Mix primary colours with
		quietly during	ourselves and others	materials and tools an	sound. A3 Explore the	Colour, size and shape matching.	Explore the natural world around	independence and begin
	Key Vocabulary:	appropriate activity.	safe with adult support	begin to gain control	sound their bodies		them.	to use them for a
	family, mum, dad,	Understands how to	where needed, by	to use them for basic	make by stamping,		Describe what they see, hear and	purpose.
	brother, sister,	listen carefully and why	watching where we are	effect.	patting, clapping and	Reception:	feel whilst outside.	How to use
	grandma, grandad,	listening is important.	going, being kind and	Begin to tend to own	clicking. Join in with	Counting Principles:	Understand the effect of	design/creative areas
	friend, house,	Engage in story time.	gentle and asking for	health and safety	and copy actions in	The One to One Principle – saying	changing seasons on the natural	inside and outside,
	home, room,	Ask questions in order	help when needed.	needs, following	familiar songs. A4 Join	one number for each object you	world around them.	Selecting tools carefully
1	garden, happy, sad, excited,	to elicit information	Child to begin to	prompts from an adult	in with familiar songs	touch.		and looking after them.
μ	sad, excited, scared, worried,	about changes.	observe and discuss	where necessary.	and rhymes when led	The Stable Order Principle –		Putting resources back
Autumn	calm, angry, love,	Ask questions to	themselves and how		by an adult or peer.	numbers have to be said in order.	<u>Families</u>	safely and neatly.
Αui	cann, angry, iove,	welcome new friends	they look different to		Begin to recognise			
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r								
	mine, my, yours,	and gain an	other people (hair	Use a pencil with own	some familiar rhythms	The Cardinal Principal –	Develop understanding of a	Creates images of
	you, adult/grown-	understanding of their	colour, skin colour, eye	choice of grip to make	and rhymes. A5 Begin	understand that the final number	variety of families, not having to	themselves and their
1	up, child, baby,	likes/dislikes.	colour, etc.)	marks such as dots,	to explore the initial	send when counting is the total	be a traditional version, but	families.
	big, tall, small,	Develop social phrases.		lines and circles.	sounds of words and	number in the group.	rather any loving unit that you	Starts to draw and paint
	little, short, hair,		Reception: Refresh	Hold scissors safely	join in with simple	The Abstraction Principle – even	belong to and can be made up of	ideas from our topics.
	eyes, nose, mouth,		knowledge of rules and	using fingers shown	alliteration activities	things that can't be touched can	any mixture of individuals.	To play a range of
	ears, arms, legs,		routines by asking	and make snips in the	and games. A6 Start to	be counted.	Encourage the children to share	instruments
1	feet, hands,		questions where	paper with support	explore different	The Order-Irrelevance Principle –	information about theirs with	appropriately.
t	fingers, toes,		needed.	where necessary.	mouth movements	the order you count objects is	varying prompting according to	Begins to build a
	knees, head, neck,		Model positive		and sounds and copy	irrelevant.	ability.	repertoire of songs and
	shoulders, body,		behaviours without		different voice sounds		Race – learn about and celebrate	dances.
	heart, blood,		direct supervision, such	Reception: P.E.	and mouth	Match objects - can you find one	the different races around the	
	lungs, brain,		as sharing, tidying,	Gymnastics - Floor	movements in play.	exactly like mine? How do you	world and the fact that we are all	Art & Design
	skeleton, skin,		seeking challenge,	skills.		know it is the same? Can you find	special and equal. Use small	Drawing: Marvellous
	bone, smell, taste,		managing risks and set	Progress towards a	Reception: Knows that	one different to mine? Why is	world and books to highlight the	marks.
	touch, see, hear.		an example to younger	more fluent style of	information can be	this one not like mine?	wonderful diversity in the world.	Exploring mark making
	Harvest, food,		children.	moving, with	retrieved from books	Sort objects – sort a collection of	Houses/ Cultures/ Living	through different
	crops, farm,		crinici cini	developing control	and	objects by colour size and shape.	Environments – discuss our	drawing materials.
	farmer, healthy,		RSE & PSHE	and grace.	computers.	Can you think of your own way of	houses and compare them to	Beginning to draw from
	unhealthy,		Self-regulation: My	Revise and refine the	They demonstrate	sorting them?	images of houses and loving	observation using faces
	autumn.		feelings	fundamental	understanding when	Softing them:	environments around the world.	and self-portraits as a
	autumn.		Teenings	movement skills they	talking with others	Digging deeper – what is the	There is a big range and not all	stimulus.
			Children are learning to	have already acquired:	about what they have	same about all the objects in my	people are as lucky others.	stilluus.
			explore and understand	rolling, crawling,	read.	set? Can you find a button which	Discuss those who aren't as	Seasonal crafts.
			their feelings, identify	walking, jumping,	Re-read what they	belongs in my set? Can you find	comfortable and what others can	Seasonal crarts.
				0.7	have written to check			Design & Technology
			when they may be	running, hopping,		one which doesn't belong? Why	do to help.	Design & Technology
			feeling something, and	skipping, climbing.	that it makes sense.	doesn't it? Can you think of a	NB: Reception children to build	Cooking and nutrition:
			begin learning how to	Move confidently in a	Hears and says the	different sorting rule for me to	on work from previous year,	soup/fruit salad.
			communicate and cope	range of ways, safely	initial sound in words.	guess?	showing greater insight and	Children explore the
			with their feelings and	and negotiating space	Knows that		awareness of diversity in families	differences between
			emotions.	effectively in both	information can be	Compare amounts – more,	across the world.	fruits and vegetables
				small and large	retrieved from books	fewer, the same. Now we have	Animal families – learn the	using their senses (taste,
				spaces.	and computers.	learned how to sort objects, can	names and family dynamics and	texture, smell etc.). They
				Develop core muscle	Read individual letters	we compare and order sets of	habitats of different groups,	listen to stories and
				strength to achieve a	by saying the sounds	objects in relation to	particularly those with strong	discuss the key
				good posture when	for them.	more/fewer/same?	attachments such as penguins,	ingredients the
				sitting at a table or	Blend sounds into		elephants, dolphins, lions,	characters used before
				sitting on the floor.	words, so that they	Compare size, mass and capacity	chimpanzees etc. Compare these	developing a class-based
				Begin to develop and	can read short words	 compare physical objects using 	to human family bonds and	recipe.
				safely use a range of	made up of known	language such as big, little, large,	habitats.	
				large and small	letter– sound	small, tall, long, short. Can we		Seasonal projects.
				apparatus indoors and	correspondences.	order by size?	<u>R.E Jack in the Box Big Bible</u>	
				outside, alone and in a	Name writing with		Stories Volume 1	
				group. Develop overall	independence,	Digging deeper- which ball has	Big Bible Heroes:	Music - Charanga – Me!
				body-strength,	forming some letters	more dough? How do you know?	1.Adam and Eve make a choice	Find the pulse, copy-clap
				balance, co-ordination	correctly. Gives	Can you balance this ball of	(truthfulness).	the rhythm of names,
				and agility.	meanings to marks.	dough? What else weighs the	2.Noah trusts God (trust).	explore high sounds and
				Children show good	Writing in salt, sand,	same as your ball of dough? How	3.Joseph's brothers say sorry	low sounds using voices.
				control and	shaving foam etc.	many spoons of sugar balance	(truthfulness & forgiveness).	
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		coordination in small movements. They handle tools effectively, including pencils for writing, beginning to learn the movements needed to form each letter correctly. Children continue to develop the scissor control skills learned in Nursery and begin to cut accurately around curved shapes.	Initial sounds Hears and says the initial sound in words, beginning to represent some of these. Phonics: Learn sounds using memorable actions, songs and phrases: Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: ck e u r Set 5: h b f, ff I, II ss Practise oral blending and segmentation. Begin to learn and practise blending with letters (blending for reading) –Practise blending and reading the high-frequency words is, it, in, at, and Begin to learn segmentation for spelling. Begin to read captions using learned sounds and words. Learn tricky words: to, the, no, go I.	the egg? How can we share the mixture fairly between the cake cases? Make simple patterns – ABAB. Can we copy, continue and create our own repeating patterns in different contexts (including shape, colour, size, action, sound)? Digging deeper – say the pattern, what do you notice? Is the pattern correct? How could we try to sort it out? Is it right now? Which instrument did you hear? Can you make the same sound pattern? Can you make a different sound pattern?	 4. Baby Moses is safe (compassion). 5. Joshua leads the people into Jericcho (perseverance). 6. Ruth and Naomi look after each other (respect). 7. Samuel listens (wisdom). Computing Information Technology - Technology Around Us. Games and assignments. Photo-taking. Seasons Searching for signs of Autumn, using our senses to investigate, sort and create with them. Describing and explaining them with challenge and support through questioning and prompting according to ability. Forest School Learn/recap Forest School rules prior to entering the forest and then walk around the area with the children looking together for potential risks and discussing safety measures. Nature Explorers: Journey Stick – explore our environment and collect objects of interest, placing them in sequence on the stick with support where needed Describe 	Reception Glockenspiel Challenge - Explore high sounds and low sounds using glockenspiels.
			Learn tricky words: to , the , no , go I. Literacy Tree Books - Outside Inside		Nature Explorers: Journey Stick – explore our environment and collect objects of interest, placing them in sequence on the stick with support where needed. Describe	
			Where the Wild Things Are Outcomes: Labels, captions, oral re- telling, developing a new character. Main outcome: Own version 'wild thing' narrative.		and explain what we found and where in order with encouragement where necessary. Quantity of objects/bands on stick to be found differentiated for Nursery/Reception. Gardening Observing the garden and	
CL	PSED	PD	L	M	support adults in looking after it UW	EAD

				Bring the Rain to Capiti Plain Outcomes: Labels and captions, re-tellings, simple explanations. Main outcome: Tourist information leaflet.		(weeding, watering, harvesting, sweeping, raking and planting).	
Nursery	Nursery: Offer	Nursery: Develop	Nursery: P.E	Nursery: Understand	Nursery: Say one number for	Nursery: Searching for signs of	Nursery:
Rhymes	information about our ourselves, our families, experiences, our	friendships with other children further through more	Gymnastics – using apparatus. Begin to develop and safely use	the five key concepts about print: - print has meaning -	each item in order: 1,2,3,4,5, pointing to objects and giving one number name for each	Autumn, using our senses to investigate them and beginning to describe them with adult	Continue to develop interest in mark-making, exploring different
Additional Topics: Bonfire Night, Christmas, Diwali, Seasons, Forest School, Gardening.	likes/dislikes with more independence, by responding to a stimulus with gestures or verbalisations. Exploring our environment with	interaction and elaboration on play ideas. Continue to develop their sense of responsibility and	a range of large and small apparatus indoors and outside, alone and in a group. Go up steps and stairs, or climb up apparatus,	- 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	object (one to one correspondence) with greater independence. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal	encouragement. Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people. Know that there are different	mark-making materials, beginning to make an increasing variety of marks and shapes. Give meaning to the marks they make with greater independence.
Core Texts: Nursery Rhyme Treasury, Each Peach Pear Plum, The Jolly Postman, Dipal's Diwali, Sparks in the Sky, Room on the Broom, The Very Helpful Hedgehog, Where the Poppies Now Grow, The Jolly Postman at Christmas, Owl's Winter Rescue. I	increased confidence and ownership, independently gesturing/ sharing/ showing/ verbalising what they notice. Continue to develop their communication, but may continue to have problems with irregular senses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Sing a large repertoire	membership of a community. Increasingly follow rules, understanding why they are important, without needing an adult to remind them. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	using alternate feet. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent in	book - page sequencing. Phonics: A1 Begin to notice different sounds around them and start to notice that different objects can make different sounds. A2 Enjoy exploring the different sounds that instruments make and	principle') with greater independence. Show 'finger numbers' up to 5, with greater independence. In everyday play, talk independently about and explore 2D shapes (for example, circles, rectangles, triangles, squares and ovals) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round.' Begin to play a variety of board games in a small group with more independence. Begin to complete simple jigsaws,	countries in the world and talk about the differences they have experienced or seen in photos. Reception: Talk about members of their immediate family and community. How are we the same and different? Name and describe people who are familiar to them and the jobs that they may do. Comment on images of familiar situations in the past. Compare and contrast characters	Continue to explore colour and colour- mixing. Focus on primary colours (red, yellow and blue) and encourage them to mix two together at a time. Ask them what colour they make when mixed together. Listen with increased attention to sounds. Respond to stimuli they have heard, expressing their thoughts and
am the Seed that Grew the Tree (daily poetry book).	of songs to increase vocabulary. Reception: Learn and use new vocabulary throughout the day.	Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to	meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	understand that they have to do something to or with the instrument to make a sound. A3 Explore the sound their bodies	with more independence (peg, pairs, multi-piece) Reception: Representing 1,2,3 – can we	from stories, including figures from the past. Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate	feelings. Sing along to familiar songs and remember actions to well-known songs.
C Literacy Tree Books - Knowing Yourself: Look Up, Ning and the Night Spirits.	Describe events in some detail Uses language to imagine and recreate	Reception: Know and talk about the different factors that support their overall health and wellbeing (regular	Begin to use a tripod grip for periods when shown by an adult, to trace straight lines, as well as experimenting with freestyle mark-	make by stamping, patting, clapping and clicking. Join in with and copy actions in familiar songs. A4 Join in with familiar songs and rhymes when led	identify representations of 1,2,3 by subitising or counting to find how many? Can we match number numbers said by an adult to numerals and quantities? Can we count up to 3 objects in different arrangements by	birthdays and festivals? Begin to know about own and other's cultures (linked to festivals). That we are all different and also deserving of respect.	Reception: Children learn to self-select from the art trolley and to use the resources on the art table to explore their own ideas.

Key Vocabulary:	roles and experiences in	physical activity,	making using	by an adult or peer.	touching each number as they	They know about similarities and	Explore, use and refine
nursery rhyme,	play situations.	healthy eating,	preferred grip and	Begin to recognise	count and recognise that the final	differences between themselves	variety of artistic effect
book, page, story,		toothbrushing, sensible	movements to	some familiar rhythms	number they say names the	and others, and among families,	to express their ideas
poem, rhyming,	Learn an increasing	amounts of 'screen	strengthen muscles.	and rhymes. A5 Begin	quantity of the set? Can we use	communities and traditions.	and feelings.
word, fiction, 'Incy	range of rhymes, poems	time', having a good	Continue to develop	to explore the initial	our own mark-making to	To know similarities and	Initiates new
Wincy Spider',	and songs and notice	sleep routine and being	ability to hold scissors	sounds of words and	represent 1,2,3?	differences in relation to places	combinations of
'Jack and Jill', 'Hey	key features.	a safe pedestrian).	safely using fingers	join in with simple		and living things.	movement and gesture
Diddle Diddle',	Listen attentively in a		shown and make	alliteration activities	Comparing 1,2,3 – do we	Explore the natural world around	in order to express and
'Baa Baa Black	range of situations.	To manage their own	more accurate snips in	and games. A6 Start to	understand that as we count	them.	respond to feelings,
Sheep', 'Humpty	Engage in story time,	basic hygiene and	the paper, with	explore different	each number is one more than	Describe what they see, hear and	ideas and experiences.
Dumpty', 'Twinkle	noticing similarities and	personal needs	support where	mouth movements	the number before and as we	feel whilst outside.	Explores the different
Twinkle', 'Hickory	differences to previous	successfully, including	necessary.	and sounds and copy	count back each number is one	Recognise some environments	sounds of instruments
	stories read ,as well as	dressing and going to		different voice sounds	less than the previous number?	that are different to the one in	Sing in a group or on
Dickory Dock', and	their own lives.	the toilet	Reception:	and mouth	Can we understand and language	which they live.	their own, increasingly
nouns included in		independently.	P.E Gymnastics –	movements in play.	of more and fewer to compare		matching the pitch and
these (rain,			using apparatus.		amounts up to 3?	Nursery Rhymes	following the melody
sunshine, hill, cat,		To adjust their	Jumps off an object				Develop storylines in
spoon, wool, bag,		behaviour to different	and lands	Reception: Children	Composition of 1,2,3 – can we	Learn how some of our best	their pretend play.
egg, wall, horse,		situations and take	appropriately.	read and understand	explore how all numbers are	loved nursery rhymes have been	Explore and engage in
star, world,		changes of routine in	Develop the overall	simple sentences.	made up of smaller numbers. Can	around for many years and have	music making and
diamond, sky,		their stride.	body strength, co-	They demonstrate	we find different way to compose	been passed down from	dance, performing sol
clock, mouse etc.)		Understands that their	ordination, balance	understanding when	2 and 3?	generation to generation verbally	or in groups.
Christmas, Bible,		actions affect other	and agility needed to	talking with others		and from memory (much like	
Jesus, God, Mary,		people, for example; if	engage successfully	about what they have	Digging deeper – how many	Traditional Tale topic for	Art & Design
Joseph, stable,		they hit their friends,	with physical	read.	objects can you feel inside the	Reception who were in Nursery	Drawing: Marvellous
donkey,		they will be sad / if they	activities.	Hears and says the	bag? How many pebbles did I put	last year). The rhyming element	marks
Bethlehem, wise		do something kind for		initial sound in words.	in? If I add one more how many	makes it more memorable and	Exploring mark making
,		their friends it will	Develop and safely	Is beginning to	will there be? If I take one out	less easy to amend (unlike	through different
men, camel,		make.	use a range of large	segment the sounds in	how many will there be? How	Traditional Tales with varying	drawing materials.
shepherds, sheep,			and small apparatus	simple words and	many are there now? How do	versions).	Beginning to draw fro
Santa, reindeer,		RSE & PSHE	indoors and outside,	blend them together.	you know? How can we check?		observation using face
present, card, tree,		Building relationships:	alone and in a group.	Is beginning to know		The age of the nursery rhymes	and self-portraits as a
winter. Poppy,		Special relationships	Develop overall body-	which letters	Circles and triangles – can we	means that they are outdated	stimulus.
soldier, remember.			strength, balance, co-	represent which	understand that circles have one	and sound a little funny today!	
		Children are learning to	ordination and agility.	sound.	curved side and triangles have 3	They give us a glimpse into what	Seasonal crafts.
		explore why families	Children begin to	Read some letter	straight sides? Can we spot	life was like in the past! Discuss	
		and special people are	develop the	groups that each	circles and triangles in the	and compare the differences.	Design & Technology
		valuable, understand	foundations of a	represent one sound	environment? Can we make our	Spiders – linking to Incy Wincy	Structures: Junk
		why it is important to	handwriting style	and say sounds for	own? Explore different sizes,	Spider rhyme.	modelling.
		share and develop	which is accurate and	them.	orientations and side lengths.		Pupils explore and lea
		strategies, see	efficient.	Is beginning to		Sheep – Linking to Baa Baa Black	about various types o
		themselves as valuable	Children continue to	segment the sounds in	Spatial awareness – can we	Sheep. Observe the sheep	permanent and
		individual and explore	develop their scissor	simple words and	understand and begin to use	surrounding our school/on our	temporary join. They
		diversity through	control skills and can	blend them together.	positional language to describe	family farms and begin to	encouraged to tinker
		thinking about	cut around a	Links sounds to	how items are positioned in	understand their importance	using a combination of
		similarities and	combination of shapes	letters, naming and	relation to other items? Can we	ahead of our On the Farm topic	materials and joining
		differences.	(straight and curved)	sounding the letters of	build life-sized journeys outdoors	in the summer term Also link to	techniques in the jun
			with increased	the alphabet.	and travel through them from	diversity and prior work on all	modelling area.
			accuracy.		different perspectives? Can we		
	CL	PSED	PD				

				Beginning to use some	begin to represent real places we	different all equal (black/white	Seasonal projects.
				clearly identifiable	have visited or places in stories	sheep).	
				letters to	through our models, drawings		Music - Charanga – My
				communicate	and maps?	Rainwater – linking to Jack and	Stories - Find the pulse
				meaning, representing		Jill place containers/'wells'	as one of the characters
				some sounds correctly	Digging deeper – does your	around setting and	from the song, copy-clap
				and in sequence.	tower look like mine? Where	compare/measure rain water	the rhythm of small
					should this cube be? Which cube	collected. Link to seasons work.	phrases from the songs,
					is between the green and the		explore high pitch and
					yellow? Can you find more than	<u>R.E Jack in the Box Big Bible</u>	low pitch in the context
				Phonics:	one way to tell me where the	Stories Volume 1	of songs, invent a
					green cube is?	Big Bible Heroes continued:	pattern to go with a
				Set 6: j v w x			song using one note.
				Set 7: y z, zz qu	Number 4 – count on and back to	8. The Queen of Sheba visits King	
					4. Can we count or subitise sets	Solomon.	Reception Glockenspiel
				Digraphs and	of up to 4 objects to find out how	9.Elijah and the widow (justice).	Challenge - I'm A Little
				Trigraphs:	many and make our own	10.Naaman and the servant girl	Teapot C, C + D The
					collections of objects? Can we	(service).	Grand Old Duke Of York
				ch, sh, th, ng, ai, ee,	match the number names to	11.Nehemiah doesn't give up	C, C + D Ring O' Roses C,
				igh, oa, oo	numerals and quantities? Can we	(community).	C + D Hickory Dickory
					say which sets have more/fewer?	12.Daniel prays (joy).	Dock C, C + D The ABC
				ar, or, ur, ow, oi, ear	Can we continue to recognise	13. Jonah needs to be brave	Song D, D + E
				air, ure, er	that the final number they say	(courage).	
					names the quantity of the set?	Christmas:	
				Learn tricky words: he,	Can we use our own mark-	-Waiting for Jesus (hope).	
				she, we, me, be, was,	making to represent numbers to	-Jesus is born (thankfulness).	
				my, you, they	4?	-Angels bring good news to the	
						shepherds (peace & joy).	
				Practise previously	Number 5 - subitise up to 5 items	-The wise men visit Jesus	
				learned letters and	and count forwards and	(wisdom).	
				sounds.	backwards accurately using the		
				Learn an alphabet	counting principles. Can we	Computing	
				song and point to	represent up to 5 objects on a 5	Information Technology -	
				letters as we say	frame and understand that when	Technology Around Us.	
				them.	the frame is full then there are 5?	Games and assignments.	
				Practise blending for		BeeBots.	
				reading using CV and	Digging deeper – how many		
				CVC words.	blocks are there? Can you build		
				Practise segmentation	them into a different shape? Can		
				for spelling using CV	you find another shape like	Seasons	
				and CVC words.	yours? Can you make a shape	Searching for signs of	
				Practise reading high-	different to all the others? How	autumn/winter, using our senses	
				frequency words.	many shapes can you make with	to investigate, sort and create	
				Practise reading and	3 blocks? Are there more shapes	with them. Describing and	
				writing captions and	with 4 or 5 blocks? How many	explaining them with challenge	
				sentences using	different shapes do you think	and support through questioning	
				previously learned	there will be with 6 blocks? Can	and prompting according to	
				sounds and words.	you find a 4 shape in a feely bag	ability.	
					without looking?		
 l		DCED			5	1.15.47	540
	CL	PSED	PD	L	M	UW	EAD

		Literacy Tree Books - Knowing Yourself	One more and one less – continue to count, subitise and	Bonfire Night Learn about the tradition and the history behind it. Make firework	
		Look Up Outcomes: Signs and labels, thought bubbles, flyers, letters	compare as we explore one more/less. Can we use a 5 frame to represent numbers and predict how many there will be if we add one more or take one away? Can we begin to	pictures and crafts. <u>Diwali</u> Learn about the Festival of Light, the annual celebration of light over darkness. Make Diwali arts	
		of advice. Main outcome: Narrative own version. Ning and the Night	understand that counting forwards = one more pattern and the counting backwards = one less pattern using songs, books and rhymes?	and crafts. Forest School Recap Forest School rules prior to entering the forest.	
		Spirits Outcomes: Posters, advice letters, party invitations. Main outcome: Information text.	Digging deeper - where will you place this on the washing line? Can you find a picture with one less than mine? Can you find a picture that is one more than	Nature Explorers: Potions Read 'Room on the Broom' by Julia Donaldson and discuss the need to create something quickly	
			but one less than? How many are in the bag? If I add one more, how many will there be now? Shapes with 4 sides – can we	for a purpose like the witch and other characters in the story. We need to create our own potion for a purpose using a specific set of ingredients. We must listen to the clues and descriptions and	
			understand that squares and rectangles have 4 straight sides and 4 corners? Can we spot squares and rectangles in the environment? Can we make our own? Explore different sizes and orientations? Can we spot any	gather the resources that match to add to our potion. Differentiated for Nursery/Reception according to the difficulty of the clues.	
			other shapes with 4 straight sides? Digging deeper – what shapes can you build? Is there more than one way to make this shape?	Gardening Observing the garden and support adults in looking after it (weeding, watering, harvesting, sweeping, raking and planting).	
			What shapes can you make by joining 2 squares/ 2rectangles? Can you fill this shape leaving no gaps?		
	PSED		Night and day – can we use language to describe when events happen, e.g day, night, morning, before after, today, tomorrow? Can we order the		E/

Non Fiction –' A Book of Bears' I am the Seed that Grew the Tree (daily poetry book).	have problems saying: - some sounds: r, j, th, ch, and sh and polysyllabic words such as 'pterodactyl',	begin to think about ways to improve how they feel. Select and use activities and resources to	patterns of movements which are related to music and rhythm. Choose the right	A1 Start to name different sounds they have identified and tell an adult or a peer what sounds they can	table," – with no pointing. Use positional language in play (for example, "teddy is lying on top of the bed".) Begin to talk about and identify	from a simple map. Recognise some environments that are different to the one in which they live. To know about similarities.	Play instruments with increasing control to express their feelings and ideas. Develop their own ide
Bears, Paddington, The Bumblebear.	from their own experience. Develop their pronunciation, but may	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' and	paint and make marks. Increasingly be able to use and remember sequences and	accurately. Phonics:	needed. Begin to understand position through words alone – for example, "The bag is under the	forces they can feel in response to stimuli. Reception: Draw information	entire songs. Create their own son or improvise a song around one they kno
Core Texts: We're Going on a Bear Hunt, Bear Snores On, My Friend Bear, Bear Feels Scared. Bear's Loose Tooth, Bear Says Thanks, Beware of the Beare Baddington	Begin to understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Know many nursery rhymes, begin to talk about familiar books, and begin to tell a story from their our	and collaboration. Show pride in sense of responsibility and membership of a community. Independently follow rules, understanding why they are important.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and marks	the same initial sound, such as money and mother Write some or all of their name. Practise forming some or all of the letters in their name weekly. Write some letters	the right number of objects to match the numeral, up to 5, with support where needed. Experiment with their own symbols and marks as well as numerals. Begin to compare quantities using language: 'more than', 'fewer than' with support where papeded	who help us in our community (i.e. Linda, Gillian, Andrew, postal workers, nurses, doctors, dentists, police officers, fire fighters, etc.) Explore how things work. Play an educational game on a technical device. Explore and talk about different forces they can feel in response	texture of different objects e.g. smooth/bumpy. Create closed shapes with continuous lines and begin to use thes shapes to represent objects. Remember and sing
Bears Additional Topics: Chinese New Year, Seasons, Forest School, Gardening.	Nursery: Begin to pay attention to more than one thing at a time. Begin to use a wider range of vocabulary linked to the environment, circumstances and topic.	Nursery: Child to begin to show respect and sensitivity to the feelings and wishes of others. Develop friendships with other children further through more extensive interaction	Nursery: P.EYoga Copy and develop confidence with yoga poses linked to stories and songs. Develop increased control, balance and core strength.	Nursery: Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with	Nursery: Begin to develop fast recognition of up to 3 objects, without having to count them individually ('subitising'), with support where needed. Begin to recite numbers past 5, with support where needed. Begin to link numerals and amounts: for example, showing	Nursery: Use all their senses in hands-on exploration of natural materials. Collect sticks or leaves to bring inside and let the child engage in open-ended play. Talk about what they see, using a wide vocabulary. Show interest in different occupations. Talk about people	Nursery: Take part in simple pretend play, using an object to represent something else even though the are not similar. Join different materia and explore different textures. Talk about
					events each day and talk about what we are doing 'now', 'next', 'later') Can we begin to measure time in simple ways, e.g. counting the amount of sleeps to an important event or using timers to measure duration of events? Digging deeper - what do we need to do first? What do I do next/after that/then? How many minutes did you take? Who was the fastest? Did they take more or less minutes than you? How many goals did you score? How could you score more goals next time?		

	Begin to use longer	which is suggested to	spade to enlarge a	and name them.	Use informal language like	Recognise some similarities and	
Literacy Tree	sentences of four to six	them.	small hole they dug	Develop an awareness	'pointy', 'spotty', 'blobs' etc.	differences between life in this	Reception: Understand
Books - Talents &	words.		with a trowel.	of how acting upon an	Begin to extend and create ABAB	country and life in other	that different media ca
Powers: The Magic		Reception: To adjust	Use one-handed tools	instrument affects the	patterns – stick, leaf, stick, leaf	countries.	be combined to create
Paintbrush, Super	Reception: Use new	their behaviour to	and equipment with	sound it makes. A3	with support where needed.	What are we good at?	new effects.
Milly and the Super	vocabulary in different	different situations and	more independence,	Join in with body	Notice and correct an error in a	They know that other children	Opportunities to make
School Day.	contexts.	take changes of routine	for example, carefully	percussion patterns.	repeating pattern with support	don't always enjoy the same	junk models to explore
SCHOOLDay.		in their stride.	making snips in paper	Copy body percussion	where needed.	things, and are sensitive to this.	and develop ideas and
	Learn and use new	To work as part of a	with scissors.	patterns shown to	Play a variety of board games in a	To explore how planets are	to see how to connect
	vocabulary through the	group or class.	Use a comfortable grip	them by an adult or a	small group with greater	different to one another.	different materials
	day.	Express their feelings	with good control	peer. Show an	independence.	To know similarities and	securely.
Kau) (a calcularuu	·	and consider the	when holding pens	awareness of how	Complete simple jigsaws, with	differences in relation to places,	Thinks about which
Key Vocabulary:	Ask questions to find	feelings of others.	and pencils, showing	body percussion	greater independence (peg,	objects, materials and living	colours to use and wh
bear, habitat,	out more and to check	Think about the	awareness of a tripod	sounds can be	pairs, multi-piece)	things.	Should they mix
environment,	they understand what	perspectives of others.	grip when modelled	changed by using	Paris,	Describe what they see, hear and	colours? Why is one
carnivore,	has been said to them.	Eats a healthy range of	by an adult.	different parts of their		feel whilst outside.	colour chosen over
herbivore,		food stuff and	Be increasingly	bodies in different	Reception:	Understand the effect of	another?
predator, prey,	Articulate their ideas	understands need for	independent as they	ways to make sounds.	Introducing zero - can we link the	changing seasons on the natural	Chooses particular
Earth, planet,	and thoughts in well-	variety in food.	get dressed and	A4 Recognise simple	number name zero and the	world around them.	colours to use for a
world, country,	formed sentences.	Children know the	undressed, for	words that rhyme.	numeral 0 to well-known phrases	world around them.	purpose.
brown bear, black	Tormeu sentences.	importance for good	example, putting coats	Able to copy and keep	'all gone' and 'nothing there'?	Peors	Experiments to creat
-	Connect one idea or	· · ·			0	Bears	different textures.
bear, polar bear,	Connect one idea or	health of physical	on and doing up zips.	a simple beat. Able to	Can we understand that 0 is one	Investigate bears around the	
spectacled bear,	action to another using	exercise and a healthy	Make healthy choices	join in and copy when	less than 1?	world – 8 different species (sloth	Increased use of
moon bear, sun	a range of connectives.	diet and talk about	about food, drink,	an adult breaks down		bear, brown bear, giant panda,	different vocabulary
bear, panda, tree,		ways to keep healthy	activity and	words into syllables	Comparing numbers to 5 –	American black bear, spectacled	connected to our top
cave, river, fish,		and safe.	toothbrushing.	with a beat. A5 Select	continue to understand that	bear, polar bear, Asiatic black	and to our role-play.
salmon, seal,		They can dress and		an object with a given	when comparing numbers, one	bear and sun bear). Learn about	To tap along to the b
claws, teeth, fur,		undress independently,	Reception: P.E. – Yoga	initial sound when	quantity can be more than, the	habitats, diet, size, features,	of a familiar song.
hibernate, ice,		successfully managing	Learn and gain	given the option of	same as or fewer than another	sleeping patterns (hibernation),	Introduce story line of
arctic, frozen,		fastening buttons or	increasing mastery	two. Begin to hear and	quantity.	number on planet and risk of	narrative into play.
melt, sun, sea,		laces.	over yoga poses linked	identify the initial		extinction. They are all special,	Listen attentively, m
bamboo.		Express their feelings	to stories and songs.	sounds in words. A6	Composition of 4 and 5 - can we	just like us.	to and talk about mu
banibuu.		and consider the	Develop increased	Start to recognise	continue to explore how all	Discuss how we can help the	expressing their feeli
		feelings of others.	control, balance and	different voice sounds	numbers are made up of smaller	bears by looking after our planet.	and responses.
		To show independence	core strength.	when they can't see	numbers? Can we find different	What do we currently do that is	
		in managing own wants		them. Use their voice	way to compose 4 and 5? Can we	good for the planet (recycling,	Art & Design
		and needs.		to make a variety of	subitise small quantities without	walking/cycling rather than	Painting and mixed
		Build constructive and	Use their core muscle	different sounds,	counting? Can we notice that	driving, not wasting food,	media: Paint my wor
		respectful relationships	strength to achieve a	including silly voices	numbers can be composed of	planting trees and flowers, taking	Exploring paint and
		Turn taking and sharing	good posture when	and animal noises.	two parts or more than two	care of wildlife, bird feeders,	painting techniques
		fairly.	sitting at a table or		parts?	hedgehog houses etc.)	through nature, mus
		Express their feelings	sitting on the floor.				and collaborative wo
		and consider the	Begin to develop and	Reception: Children	Digging deeper – how many are	Chinese New Year	Developing creativity
		feelings of others.	safely use a range of	read and understand	hidden? How do you know? Can	Learn the story of Chinese New	through child-led
			large and small	simple sentences.	you draw a picture to show me?	Year and the Emperor's challenge	exploration of mixed
		RSE & PSHE	apparatus indoors and	They demonstrate	Can you show me with cubes?	to the animals to cross the river	media, making colla
		Managing self: Taking	outside, alone and in a	understanding when	How many pebbles could I have	in order to have a year named	and transient art.
		on challenges	group. Develop overall	understanding when	in my hand? I have 3 in my hand,	after them. Learn which year this	
		on chanenges			how many are in the bag? Could	new year will be and make	
			body-strength,				Seasonal crafts.

	Children will understand why we	balance, co-ordination and agility.	talking with others about what they have	there be 4 pebbles inside the bag? If there are 4 in the bag how	animal arts and crafts to celebrate this.	Design & Technology
	have rules, the importance of persistence and	Children show good control and coordination in small	read. Uses vocabulary and forms of speech that	many in my hand? Could I have 0 in bag/hand? Could I have 5 pebbles in my hand? How do you	Find China on a map and learn about the similarities and	Structures: Junk modelling. Pupils explore and learn
	perseverance in the face of challenges,	movements. They handle tools	are increasingly influenced by their	know?	differences to our country. Look at Chinese communities in the	about various types of permanent and
	learn how to communicate	increasingly effectively, including	experiences of books. Can segment the	Compare mass – can we make direct comparisons of weight by	UK, including China Town in Newcastle upon Tyne and view	temporary join. They are encouraged to tinker
	effectively with others, practice 'grounding'	pencils for writing. Children continue to	sounds in simple words and blend them	holding items to estimate which feels the heaviest then checking	the traditional Dragon Dance performed there each year.	using a combination of materials and joining
	coping strategies, and to learn new skills that	develop the foundations of a	Together, knowing which letters	on balance scales? Can we use language of heavy, heavier than,	Create our own dragon and	techniques in the junk modelling area.
	will help them show resilience and	handwriting style which is accurate and	represent some of them.	heaviest, light, lighter than, lightest? Can we understand that	perform a 'Dragon Dance'.	Seasonal projects.
	perseverance in the face of challenge.	efficient. Children continue to develop their scissor	Begins to read words and simple sentences. Read a few common	bigger items are not always heaviest?	Examine the beautiful Chinese writing and lanterns and create our own, thinking carefully about	Music – Charanga –
		control skills and can begin to cut out a	exception words matched to the	Compare capacity – can we build on our understanding of full and	colours, shapes and sizes.	Everyone – invent ways to find the pulse, copy-
		required shape without lines to	school's phonic programme.	empty by exploring half full, nearly full and nearly empty? Can	Taste some Chinese food and enjoy our own Chinese New Year	clap some rhythms of phrases from the songs,
		follow.	Is able to orally construct a sentence	we use language of tall, thin, narrow, wide and shallow in	Celebration.	explore high pitch and low pitch in the context
			and beginning to write these down with support.	relation to containers? Can we make direct comparisons by pouring from one container to	<u>R.E Jack in the Box Big Bible</u> Stories Volume 1	of the songs, use the starting note to explore melodic patterns using
			Links sounds to letters, naming and	another? Can we use ladles and small pots to make indirect	All About Jesus: 1.Simeon and Anna see Jesus	one or two notes.
			sounding the letters of the alphabet.	comparisons of how many it takes to fill each container?	(joy). 2.Jesus at the temple	Reception Glockenspiel Challenge - Wind The
			Spell words by identifying the sounds and then writing the	Digging deeper- what happens if I put a 5 piece on one side of the	(community). 3.Jesus is baptised (peace). 4.The kind friends (friendship).	Bobbin Up D, D + E Rock- a-bye Baby D, D + E If You're Happy And You
			sound with letter/s. Begin to use capital	scale and two 3 pieces on the other? Which is heavier two 2	5. The story of two builders (wisdom).	Know It G, G + A
			letters and full stops with support.	pieces or one 5 piece? Which is the heaviest/lightest number	6.The story of the farmer and the seed (joy).	
				shape? How many ways can you find to balance 5 exactly? Can	Computing	
			Phonics: Learn tricky words:	you balance 4 or 3? Which container holds more?	Computer Science – Unplugged and Cooking. Games and assignments.	
			her, all, are	Numbers and composition of 6,7 and 8 – continue to apply the	Seasons	
			Practise spelling two- syllable high- frequency words.	counting principles when counting to 6,7 and 8. Can we represent 6,7 and 8 in different	Searching for signs of winter, using our senses to investigate, sort and create with them.	
CL	PSED	PD	L	ways and count out the required M	Describing and explaining them UW	EAD

Read and answer number if of objects from a with challenge and support	
yes/no questions larger group? Can we arrange 6.7 through questioning and	
and 8 into small groups to prompting according to ability and 8 into small groups to prompting according to ability	•
learned sounds and understand that they are made	
words. up of smaller numbers? Can we Winter activities linked to Pol	ir 🔰
Practise previously order and compare our bears as well as local wildlife.	
learned letters and representations noticing the one Explore how nature has adapt	
sounds. more/less patterns as we count to the conditions and examine	
Independently sing on and back to 8? changes that we notice.	
alphabet song and Investigate freezing and melti	
point to letters as we Making pairs – build on earlier Where does ice come from? H	
say them. work of matching pairs. Can we does it disappear? Where does it disappear? Where does it disappear?	S
Practise letter names. understand that a pair is 2? Can ice melt quickest and why?	
Consolidate blending we arrange small quantities into	
for reading skills using pairs and notice that some will	
CVC words. have one left over? <u>Forest School</u>	
Consolidate Recap Forest School rules price	rto
segmentation for Digging deeper – how many are entering the forest.	
spelling skills using CV hidden now? How do you know?	
and CVC words. Can you draw a picture to show Nature Explorers: My Tree	
Consolidate reading me? Can you show me with Work in pairs/teams of three.	
high-frequency and cubes? One child in the team is	
tricky words.	25
Consolidate reading Combining 2 groups – can we guide them to a tree, inviting	
and writing captions begin to combine two groups to them to use their senses to	
and sentences using find out how many altogether? explore it, before leading ther	
previously learned Can we subitise where possible? away and spinning them arou	
sounds and words.	
Digging deeper- how many dots and the child must try to find	ne
does each plate have? How many same tree using information	
on the two plates altogether? gained from their prior sensor	y la
Literacy Tree Books - Can you find 2 plates that have investigation to identify it.	
Talents & Powers 4,5,6 dots? Is there more than Differentiated for	
one way to make it? What other Nursery/Reception by the	
totals can you make with your distance travelled away from The Magic Paintbrush plates? tree and guestioning/prompt	
The Magic Paintbrush plates? tree and questioning/prompti Outcomes: Thought to help remember	
bubbles, labels, oral Length and height – can we key/identifiable features.	
Main outcome: Own specific mathematical vocabulary Observing the garden and version 'overcoming' relation to length showing initiative in looking	
tale. (longer/shorter), height after it , asking adults for sup	ort
(taller/shorter), neight and advice when unsure	
	-
	/•
encouragement; a single measure items?	
CL PSED PD L M UW	EAD

Dinosaurs	Nursery: Pay attention	Nursery: Show respect	Nursery: P.E. – Dance	Nursery: Develop	happen on the same day each week using 'yesterday', 'today' and 'tomorrow'? Can we describe events in our lives and talk about events we are looking forward to? Digging deeper – who had thrown their item the furthest? How could you check? Who is the tallest person? How do you know? How many bricks measure the same height as you? Nursery: Develop fast	Nursery: Use all their senses in	Nursery: Take part in
Additional Topics: Easter, Seasons, Forest School, Gardening. Core Texts: Dinosaur non- fiction books: My Encyclopaedia of Very Important Dinosaurs, Questions and Answers about Dinosaurs. Dinosaur fiction books: Am I Yours? How to Grow a Dinosaur! Harry and the Dinosaurs The Worrysaurus, The Dirty Great	Nursery: Pay attention to more than one thing at a time. Use a wider range of vocabulary linked to the environment, circumstances and topic. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Know many nursery rhymes, be able to talk about familiar books, and begin to tell a longer coherent story. Continue to develop their pronunciation, working with an adult on sounds they find difficult. Use longer sentences of four to six words with increased accuracy.	Nursery: Show respect and sensitivity to the feelings and wishes of others. Develop friendships with a wider range of children by being willing to step outside of main friendship group for periods. Verbalise how it feels to be a member of the school community. Independently follow rules, verbalising why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' and begin to utilise ways to improve how they feel. Select, use and adapt activities and resources to achieve a goal they have chosen, or one	Nursery: P.E. – Dance Copies sequences of movements with increased confidence and focus. Moves purposefully in response to music. Begins to think of own creative movements in response to stimuli. Refine their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to form large letters from their name and simple pictures, such as a smiley face. Remember sequences and patterns of movements which are related to music and	Nursery: Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Write some or all of their name. Practise forming some or all of the letters in their name weekly. Write some letters accurately. Phonics: A1 Start to name different sounds they have identified and tell an adult or a peer what sounds they can hear. A2 Start to	Nursery: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') with more independence. Recite numbers past 5 with more independence. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 with greater independence. Experiment with their own symbols and marks as well as numerals with increased confidence. Compare quantities using language: 'more than', 'fewer than' independently during everyday play. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Use positional language in play (For example, "teddy is lying on top of the bed".)	Nursery: Use all their senses in hands-on exploration of natural materials. Collect sticks or leaves to bring inside and let the child engage in open-ended play. Talk about what they see, using a wide vocabulary. Show interest in different occupations. Talk about people who help us in our community (i.e. Linda, Gillian, Andrew, postal workers, nurses, doctors, dentists, police officers, fire fighters, etc.) Explore how things work. Play an educational game on a technical device. Explore and talk about different forces they can feel in response to stimuli. Reception: To know about similarities, differences between themselves and others and among families, communities and traditions.	Nursery: Take part in simple pretend play, using an object to represent something else even though they are not similar. Join different materials and explore different textures. Talk about the texture of different objects e.g. smooth/bumpy. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Remember and sing entire songs. Create their own songs, or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas.
Grew the Tree	CL	them. PSED	impendence. PD	familiar instruments and name them.	patterns around them with greater independence. For M	special to members of their community. UW	and then decide which

 booki. booki.	(daily poetry	Reception: Responds	Reception: To	Choose the right	Develop an awareness	example: stripes on clothes,	What are our favourite activities?	materials to use to
Lens Largent Understanding social 	book).	appropriately with	negotiate and solve	resources to carry out	of how acting upon an	designs on rugs and wallpaper.	Which area do we go to the	express them.
Utersy Tee Books -storing and Seed: In this wind a distantiant in the store is and out a wind back part and equipments in the store is and out a wind back part and equipments in the store is and out a wind back part and equipments in the store is and out a wind back part and equipments in the store is and out a wind back part in the store is and out a wind back part in the store is and out a wind back part in the store is and out a wind back part in the store is and out a wind back part in the store is and out a wind back part in the store is and out a wind back part in the store is and out a wind back part in the store is and out a wind back part in the store is and out a wind back part in the store is and out a wind back part in the store is and out a wind back part in the store is and out a wind back part in the store is and out a wind back part in the store is and out a wind back part in the store is and out a wind back part in the store is and out a wind back part is a store is and out a wind back part is a store is and out a wind back part is a store is and out a wind back part is a store is and back part is a store is		questions to stories.	problems without	their own plan,	instrument affects the	Use informal language like	most? Can we try something	
BookActivationIndextory		Use talk to help work	aggression.	making adaptations to	sound it makes. A3	'pointy', 'spotty', 'blobs' etc.	new? Tally charts of what we do	Reception: Comparison
BodsSouth TestSouth TestSou		out problems and	Shows some	improve where	Join in with body	Extend and create ABAB patterns	each day for a week.	of different
Seed. The Time Seed. The Time Seed. The Time Seed. The Time Seed. The Time Seed. The Time Seed. The Time Seed. The Time Seed. T	Literacy Tree	organise thinking and	understanding those	necessary.	percussion patterns.	– stick, leaf, stick, leaf with	They know that other children	brushes/techniques and
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FranceduceEngage in non-ficial to good healthhypeines to contributecontrols controls to good health a diewet/s stores und proceduce/s to good health of good health to	Seed: The Tiny	how things work and	regard to exercise,	and equipment with	patterns shown to	Notice and correct an error in a	things and are sensitive to this.	Uses simple tools and
Cardener:booksto good health.and percent controluse and percent controlManual set materials to and percent controlPercenceur, howBerceur controlTo material set on to controlPercenceur c	Seed, The	why they might happen.	eating, sleeping and	greater precision, for	them by an adult or a	repeating pattern with greater	Understand that some places are	techniques competently
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Imaginative story informationbhow resilence and persoverance in to show independence in managing own want and needs: and n	Gardener.	books.	to good health.	a line with scissors	awareness of how	Confidently play a variety of	community.	Manipulates materials to
Istiling exponted and character there you character the you you		Imaginative story	Show resilience and	with more	body percussion		To explore how animals are	
Rey Woabulary indicasary, personant and meets and meet			perseverance in the	independence.	sounds can be		different to each other.	
Key Vocabulary: throughstar, prevasur, plesiosaur, haitar, waitar, environment, camivore, herbivore, onmixore, onmixore, selected non-fiction to selected non-fiction to selected non-fiction to selected non-fiction to familarity with new plesiosaur, haltar, tervice, and wores, solar environment, camivore, herbivore, horbivore, onmixore, plesiosaur, herbivore, horbivore, onmixore, plesiosaur, herbivore, horbivore, onmixore, plesiosaur, herbivore, horbivore, onmixore, plesiosaur, herbivore, horbivore, onmixore, plesiosaur, kerbivore, horbivore, onmixore, plesiosaur, kerbivore, horbivore, horbivore, onmixore, plesiosaur, kerbivore, horbivore, onmixore, plesiosaur, kerbivore, horbivore			face of challenge.		changed by using		To know similarities and	Return to and build on
Indicasur, pressure, carrivor, pelsiosaur, habitat, environnent, carrivor, predator, prey, prodator, prey, prodator, prey, prodator, prey, prodator, prey, prodator, prey, prodator, prey, prodator, prey, vanoSaurus rex, lotter, spreador, prey, prodator, prey, vanoSaurus rex, lotter, spreador, prey, lotter, spreador, prey, lotter, spreador, prey, lotter, spreador, prev, lotter, spreador, spreado	Key Vocabulary:					70 (P-0) P/ P/		
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response to stimuli.awareness that words can be broken downnumber bonds to 10 using real objects in different contexts? Can we use partially filled 10 frames and other manipulatives to work object when hearing a word broken downof living things that died a long time ago and have been preserved in rock, mud, sand or and other manipulatives to work object when hearing a through nature, music and other manipulatives to work full 10?of living things that died a long time ago and have been preserved in rock, mud, sand or and collaborative work. Developing creativity through child-led			they can become one.	Thinks of own creative	words they hear and		reason we know anything about	Painting and mixed
Let a be a				movements in	say. Have an	Bonds to 10 – can we explore	dinosaurs. Fossils are the remains	media: Paint my world
Use their core muscle strength to achieve a good posture wheninto phonemes. Choose the correct object when hearing a word broken downwe use partially filled 10 frames and other manipulatives to work out how many more to make a full 10?preserved in rock, mud, sand or gravel.through nature, music and collaborative work. Developing creativity through child-led				response to stimuli.	awareness that words	number bonds to 10 using real	of living things that died a long	Exploring paint and
Use their core muscle strength to achieve a good posture wheninto phonemes.we use partially filled 10 frames and other manipulatives to work out how many more to make a full 10?preserved in rock, mud, sand or gravel.through nature, music and collaborative work. Developing creativity through child-led					can be broken down	objects in different contexts? Can	time ago and have been	painting techniques
Strength to achieve a good posture whenChoose the correct object when hearing a word broken downand other manipulatives to work out how many more to make a full 10?gravel.and collaborative work. Developing creativity through child-led				Use their core muscle	into phonemes.	we use partially filled 10 frames	preserved in rock, mud, sand or	
good posture when biject when hearing a word broken down full 10?								
word broken down full 10? through child-led				e e e e e e e e e e e e e e e e e e e		•		Developing creativity
						· · · · · · · · · · · · · · · · · · ·		
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			sitting at a table or	into phonemes, e.g.		R.E Jack in the Box Big Bible	exploration of mixed-
			sitting on the floor.	hearing 'ch-i-ck' and	Digging deeper – what number	Stories Volume 1	media, making collages
			Combine different	choosing a picture of a	did you roll? Did you get the	All About Jesus continued:	and transient art.
			movements with ease	chick.	same number on the bottom		
			and fluency.	'Sound of the Week'	each time you roll that number?	7. A brave lady (courage).	Seasonal crafts.
			They handle	challenge.	What do you notice about the	8.The story of the big banquet	
			equipment and tools	U U U U U U U U U U U U U U U U U U U	top and bottom pairs? What is on	(generosity).	Design & Technology
			effectively, including		the bottom of my dice?	9. The shepherd who never gave	Textiles: Bookmarks.
			pencils for writing.			up (perseverance).	Pupils develop and
			Further develop the	Reception: Can read	3D shapes – can we explore and	10. The man who said 'thank you'	practise threading and
			skills they need to	words and simple	manipulate 3D shapes thinking	, (thankfulness).	weaving techniques
			manage the school	sentences.	about which shapes stack/roll?	11.The story of the two men in	using various materials
			day successfully: -	Enjoys an increasing	Can we construct our own 3D	the temple (truthfulness &	and objects. They look at
			queuing - mealtimes -	range of books.	shapes? Can we learn the names	forgiveness).	the history of the
			personal hygiene.	Read simple phrases	of 3D shapes and explore	12.The special guest (respect &	bookmark from
			Further develop their	and sentences made	similarities and differences	justice).	Victorian times versus
			fine motor skills so	up of words with	between them? Can we sort	,,	modern-day styles. The
			that they can use a	known letter–sound	them according to what we	Easter:	pupils apply their
			range of tools	correspondences and,	notice?	-Jesus rides on a donkey (joy).	knowledge and skills to
			competently, safely	where necessary, a		-Jesus mashes the disciples' feet	design and sew their
			and confidently.	few exception words.	Pattern – explore more complex	(service).	own bookmarks.
			Children continue to	Is able to orally	patterns: ABB, AAB, AABB,	- The special meal (trust).	own booknarks.
			develop confidence	construct a sentence	AABBB. Can we say each pattern	- A sad day (justice).	Seasonal projects.
					<i>,</i> .		Seasonal projects.
			and fluency with their	and beginning to write	aloud and make patterns around	-Jesus' friends see him again	
			handwriting, forming	these down with more	the edge of shapes as well as in	(thankfulness).	Music Charges 0
			most letters	independence.	straight lines?	Computing	Music – Charanga – Our
			accurately.	Attempts to write	Dissing damage thick with	Computing	World – Find the pulse
			Children are able to	short sentences in	Digging deeper – which patterns	Computer Science – Unplugged	and show others your
			independently use	meaningful contexts.	will fit exactly into the frames?	and Cooking.	ideas, copy-clap some
			scissors effectively,	Write short sentences	Are there any patterns that fit	Games and assignments.	rhythms of phrases from
			showing care and	with words with	exactly around both frames?		the songs, explore high
			accuracy.	known sound-letter	How many more spaces did you	Seasons	pitch and low pitch using
				correspondences.	need for a pattern that wouldn't	Searching for signs of	the images from the
				Use a capital letter	fit?	winter/spring, using our senses	songs, use the starting
				and full stop with		to investigate, sort and create	note to explore melodic
				more independence.	Consolidation (subitising,	with them. Describing and	patterns using one or
					counting, sorting, matching,	explaining them with challenge	two notes.
					comparing, ordering).	and support through questioning	
				Phonics:		and prompting according to	Reception Glockenspiel
						ability.	Challenge - Old
				Learn reading the			Macdonald Incy Wincy
				tricky words: said, so,		Easter – learn about the Christian	Spider G, G + A Baa Baa
				have, like, come,		tradition of Easter and the Bible	Black Sheep D, D + E
				some, were, there,		story of Jesus being crucified and	Row, Row, Row Your
				little, one, do, when,		rising again.	Boat C, C + D Wheels On
				out, what.			The Bus C, C + D The
				Learn and practise		Spring – explore signs of spring	Hokey Cokey F, F + G
				reading and spelling		and celebrate these through	
				CVCC words by		music and art. Scavenger hunts,	
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			segmenting and		daffodil paintings, lamb and chick	
			blending, learn to read		collage, wildlife spotting.	
			and write words with			
			adjacent consonants,			
			polysyllabic words and		Forest School	
			also words with three-		Recap Forest School rules prior to	
			letter adjacent		entering the forest.	
			consonants.			
					Forest Arts – Mud Faces	
			Consolidate		Explain that trees are as unique	
			recognition and recall		as people and although they may	
			of previously learned		be from th e same species they	
			graphemes.		have individual characteristics	
			Consolidate reading		that make them special. Today	
			and spelling CV and		we are going to celebrate their	
			CVC words with faster		special qualities by giving them	
			decoding and		faces made from mud! We must	
			encoding, recognising		make a middy mixture using the	
			these words more on-		right amount of mud and water	
			sight.		to get the right consistency to	
			Practise reading and		stick on the tree. Then we can	
			spelling previously		decorate with facial features	
			learned tricky words.		using natural resources we find in	
			Practise reading and		the forest. Discuss our creations	
			spelling high-		once complete, explaining the	
			frequency words using		reasons for our choices and what	
			previously taught		it says about the tree's character.	
			sounds.		Differentiate for	
			Practise reading and		Nursery/Reception according to	
			writing sentences		amount of support needed to	
			using previously		make mixture and assemble it on	
			learned sounds and		tree.	
			words.			
					Gardening	
			Literacy Tree Books -		Observing the garden and	
			Sowing a Seed		showing initiative in looking	
					after it , asking adults for support	
			The Tiny Seed		and advice when unsure	
			Outcomes: Labels and		(weeding, watering, harvesting,	
			captions, advice, re-		sweeping, raking and planting).	
			telling, writing in role,			
			narrative, letter.			
			Main outcome: Advice			
			leaflet.			
			The Extraordinary			
			Gardener			
			Outcomes: Labels,			
			letters of advice,			
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					instructions, narratives. Main outcome:			
					Narrative inspired by the original text.			
	On the Farm	Nursery: Enjoy listening to longer stories and can remember much of	Nursery: Become more outgoing with unfamiliar people, in	Nursery: P.E. – Small Equipment (balls,bats, quoits,	Nursery: Engage in extended conversations about	Nursery: Begin to solve real world mathematical problems with numbers up to 5. For	Nursery: Explore collections of materials with similar and/or different properties.	Nursery: Begin to develop complex stories using small world
	Additional Topics:	what happens.	the safe context of	hoops etc.)	stories, learning new	example, Mum, Dad and Jenny sit	Talk about the differences	equipment like animal
	Seasons, Forest	Understand 'why'	their setting.	Learn and develop a	vocabulary.	at the table for dinner. How	between materials and changes	sets, dolls and dolls
	School,	questions, like: "Why	Show more confidence	range of ball skills	Use some of their	many knives and forks will they	they notice.	houses etc.
	Gardening.	do you think the	in new social situations.	including throwing,	print and letter	need all together?	Plant seeds and care for growing	Make imaginative and
		caterpillar got so fat?"	Find solutions to	catching, kicking,	knowledge in their	Talk about and explore 2D and	plants. Plant grass seeds and talk	complex 'small worlds'
	Core Texts: A Year	Be able to express a	conflicts and rivalries.	passing, rolling,	early writing. For	3D shapes (for example, circles,	about the changes you see daily	with blocks and
	on Adam's Farm,	point of view and to	For example, accepting	batting and aiming.	example: writing a	rectangles, triangles and cuboids)	as the grass grows.	construction kits, such
	Old MacDonald	express when they	that not everyone can	Develop confidence,	pretend shopping list	using informal and mathematical	Understand the key features of	as a city with different
	had a Farm, A	disagree with an adult	be Spider-Man in the	competence, precision	that starts at the top	language: 'sides', 'corners';	the life cycle of a plant and an	buildings and a park Explore different
	Squash and a	or a friend, using words as well as actions.	game, and suggesting other ideas.	and accuracy when engaging in activities	of the page; writing 'm' for mummy.	'straight', 'flat', 'round' Begin to select shapes	animal. Focus on the life cycle of a butterfly (egg \rightarrow caterpillar \rightarrow	materials freely, in order
	Squeeze, The	Start a conversation	Encourage impendence	that involve a ball.	in for munning.	appropriately: flat surfaces for	chrysalis \rightarrow butterfly)	to develop their ideas
	Scarecrow's	with an adult or a friend	when solving problems		Phonics:	building, a triangular prism for a	Begin to understand the need to	about how to use them
	Wedding, Farmer Duck, Ed's Egg, The	and continue it for a	with peers (If a child		i nomeo.	roof etc.	respect and care for the natural	and what to make.
	Great Goat Chase,	few turns.	comes to you with a		A1 Start to talk about	Begin to combine shapes to make	environment and all living things.	Draw with increasing
	The Lost Sheep,	Use talk to organise	problem, ask them how	Skip, hop, stand on	the sounds they hear	new ones - an arch, a bigger	How should we treat living	complexity and detail,
	Mouse's Summer	themselves and their	they could fix it.)	one leg and hold a	in more detail.	triangle etc	things? Should we pick the	such as representing a
	Muddle, Jasper's	play: "Let's go on a	Develop appropriate	pose for a game like	Describe sounds they	Begin to describe a familiar	flowers that are growing in the	face with a circle and
	Beanstalk, I am the	bus you sit there I'll	ways of being assertive.	musical statues.	hear and compare	route.	park?	including details. Talk
	Seed that Grew the	be the driver."	Begin to talk with	Start taking part in	sounds. A2 Talk about,	Begin to discuss routes and		about the features of a
	Tree (daily poetry		others to solve	some group activities	describe and compare	locations, using words like 'in	Reception: To know about	face and body before
	book).	Reception: To give	conflicts.	which they make up	the sounds of	front of' and 'behind'. For	similarities, differences between	drawing them (i.e. A face
		attention to what	Understand gradually	for themselves, or in	different familiar	example, we walk down the	themselves and others and	has two eyes, a nose, a
		others say and respond appropriately while	how others might be feeling.	teams. Match their	instruments. Follow instructions to	street where we see the shops and turn down the street next to	among families, communities and traditions.	mouth and two ears.). Use drawing to
		engaged in another	ieening.	developing physical	recreate a sound using	Tesco.	Recognise that people have	represent ideas like
	Literacy Tree	activity.	Reception: To know	skills to tasks and	an instrument. A3	Begin to describe a sequence of	different beliefs and celebrate	movement or loud
	Books - Celebrating Self: The Night	Listen to and talk about	that all behaviours can	activities in the	Create own body	events, real or fictional, using	special times in different ways.	noises.
	Pirates, Weirdo.	stories to build	have consequences. For	setting. For example,	percussion patterns	words such as 'first', 'then'	Do we all celebrate the same	Show different emotions
		familiarity and	example, if you are	they decide whether	and sequences. Join in	Begin to make comparisons	festivals? Why not?	in their drawings and
		understanding.	unkind to someone	to crawl, walk or run	with longer sequences	between objects relating to size,	To know about similarities,	paintings, like happiness,
		Retell the story, once	they may not want to	across a plank,	of body percussion	length, weight and capacity.	differences between themselves	sadness, fear etc.
er 1		they have developed a	play with you / if you	depending on its	when shown by an		and others and among families,	Sing the pitch of a tone
ш	Key Vocabulary:	deep familiarity with	are helpful and kind to	length and width.	adult. Describe body	Reception:	communities and traditions.	sung by another person
Summer	farm, farmer, cow,	the text; some as exact	others, they may want	Further develop	percussion sounds.	Building numbers beyond 10 –	Explore living things.	('pitch match').
SL	pig, horse, chicken,		to play with you.	cutting skills by cutting	Follow instructions to	can we learn to build and identify	Plant bulbs.	
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hen, cockerel,	repetition and some in	Show resilience and	around straight	make body percussion	numbers to 20 and beyond using	Noticing changes	Sing the melodic shap
sheep, barn,	their own words.	perseverance in the	shapes.	sounds. A4 Enjoy	a range of resources? Can we	Observations of animals and	(moving melody, such
tractor, harvest,	To use past, present	face of challenge.	Further develop pencil	playing with rhyme	recognise that larger numbers	plants and explain why some	up and down, down ar
crops, hay, straw,	and future forms	To show independence	control skills by	and start to create	are composed of a full 10 and	things occur and talk about	up) of familiar songs.
field, grass, lamb,	accurately when talking	in managing own wants	moving increasingly	their own rhyming	part of the next 10? Can we	changes.	
piglet, calf, foal,	about events that have	and needs.	more towards a tripod	words, e.g. children	recognise that the numbers 1-9	Describe what they see, hear and	Reception: Return to
chick, teat, milk,	happened or are to	Take steps to resolve	grip.	may say 'Shine rhymes	repeat after every full 10?	feel whilst outside.	and build on their
egg, shear, wool,	happen in the future.	conflicts.	.	with bline and frine.'		Understand the effect of	previous learning,
farmhouse, spring,	Listen to and talk about	Take account of one	Reception: P.E. –	Children can complete	Counting patterns beyond 10 –	changing seasons on the natural	refining ideas and
summer, autumn,	selected non-fiction to	another ideas about	Small Equipment	a short sentence with	can we count on and back	world around them.	developing their abili
winter, season.	develop a deep	how to organise the	(balls,bats, quoits,	their own rhyme. Can	beyond 10 using representations		to represent them.
	familiarity with new	activity.	hoops etc.) Further	also break words	to support? Can we notice the	On the Farm	Create collaborativel
	knowledge and		develop and refine a	down into syllables	repeating 1-9 patterns? Can we	Learn about and share personal	sharing ideas, resour
	vocabulary		range of ball skills	and create their own	count on and back from different	experiences of life on a farm	and skills
	•		including throwing,	beat. A5 Begin to	starting points to say what comes	throughout the seasons, using	Selects appropriate
		RSE & PSHE	catching, kicking,	match and group sets	before or after a given number	the book 'A Year on Adam's	resources and adapts
		Building relationships:	passing, rolling,	of objects with the	and to place sequences of	Farm' to support. What jobs	work where necessar
		My family and friends	batting and aiming.	same initial sound.	numbers in order? Can we begin	need to be done and when? Why	Explores what happe
			Develop confidence,	Enjoy playing with	to find larger numbers on	are they important? What	when they mix colou
		Children will learn how	competence, precision	alliteration, e.g.	number tracks and squares?	challenges are faced? What	Selects tools and
		we all have different	and accuracy when	thinking of their own	•	equipment is used?	techniques needed to
		beliefs and	engaging in activities	short alliterative	Digging deeper – how many is	Compare life for people and	shape, assemble and
		celebrations, what	that involve a ball.	phrases 'big, bad, bat'	100? Which container holds the	communities in the countryside	join materials they ar
		characteristics make a		or making up their	most? How many cubes do you	to those in towns and cities. How	using.
		good friend, and how	Use their core muscle	own words to create	think will fit inside this container?	is it different?	Children to sustain a
		we need to listen to	strength to achieve a	an alliterative phrase	Do tall containers always hold	Compare life on farms in the UK	narrative, acting out
		one another.	good posture when	'dangry dog.' A6 Speak	more cubes? What could we do	to life on farms in other countries	class book.
			sitting at a table or	clearly and are able to	to help us remember how many	around the world. What are the	To move body along
			sitting on the floor.	talk about, describe	each container held? Which	similarities/ differences? Why?	the beat of a familiar
			Using buttons	and compare different	container holds the most cubes?	Planting vegetables, caring for	song.
			independently.	voice sounds. Enjoy	Can you order the containers	them and watching them grow.	Plays cooperatively a
			They handle	creating their own	from smallest to largest?		part of a group to
			equipment and tools	ideas for voices of			develop and act out a
			effectively, including	different characters in	Spatial reasoning 1 – can we	Seasons	narrative.
			pencils for writing.	their activities and	complete jigsaw and shape	Searching for signs of	
			Know and talk about	play and also imitate	puzzles requiring us to rotate	spring/summer, using our senses	Art & Design
			the different factors	the voices of	shapes to fit? Can we explain	to investigate, sort and create	Sculpture and 3D:
			that support their	characters. A7 Able to	why they chose a particular	with them. Describing and	Creation station
			overall health and	say simple CVC and VC	shape and why another did not	explaining them with challenge	Exploring the sculptu
			wellbeing: - regular	words after hearing it	fit? Can we match arrangements	and support through questioning	qualities of malleable
			physical activity -	broken down into	of shapes and use positional	and prompting according to	materials and natura
			healthy eating -	phonemes, e.g. an	language to describe where the	ability. Look carefully at the	objects; developing t
			toothbrushing -	adult says 'h-o-t' and	shapes are in relation to one	emerging wildlife, including frogs	use of tools and joining
			sensible amounts of	the child says 'hot.'	another?	and butterflies and look closely	techniques; designing
			'screen time' - having	Children join in with		at their life cycles.	and making clay anim
			a good sleep routine -	segmenting CVC and	Digging deeper- build it, design		sculptures.
			being a safe	VC words into	it, which shape will you start		
			pedestrian.	phonemes but may	with? How many triangles will	Forest School	Seasonal crafts.
				,	you need? Can you find a shape		
					,		

			Children continue to	not be able to do this	like this? Does that shape fit? Do	Recap Forest School rules prior to	Design & Technology
			develop confidence	independently yet.	you need to turn it around? Tell	entering the forest.	Structures: Boats.
			and fluency with their	'Sound of the Week'	me about your shape picture?		Children explore what is
			handwriting, forming	challenge.	Can you make a drawing to help	Forest Arts: Nature's	meant by 'waterproof',
			all letters accurately.		you remember what you did?	Headdresses	'floating' and 'sinking',
			Children are able to				then experiment and
			use scissors	Reception: Re-read	Adding more – can we use real	From ancient Egypt to the jungles	make predictions with
			confidently, showing	core books to build up	objects to see that the quantity	and plains of Africa and the	various materials to
			care and accuracy.	their confidence in	of a group can be changed by	Americas, kings, queens, chiefs	carry out a series of
				word reading, their	adding more? Can we	and shamans have worn	tests. They learn about
				fluency and their	understand the 'first, then, now'	ceremonial headdresses	the different features of
				understanding and	structure when exploring	throughout history. We will first	boats and ships before
				enjoyment.	mathematical stories in	measure a strip of card to make	investigating their shape
				Beginning to read with	meaningful contexts? Can we re-	sure they fit (Reception can help	and structures to build
				more fluency when	count all the objects to see how	with the measuring) and attach	their own.
				reading words and	many altogether? Can we count	double-sided sticky tape.	
				simple sentences.	on to see how many altogether?	Children can go off and find	Seasonal projects.
				Enjoys an increasing	Can we represent number stories	objects to attach to their	
				range of books.	using 10 frames, number tracks	headdress – can they create a	Music - Charanga – Big
				Attempts to write	and our fingers?	repeating pattern? Differentiate	Bear Funk – Find a funky
				short sentences in	5	for Nursery/Reception according	pulse, copy-clap 3 or 4
				meaningful contexts	Taking away - can we use real	to level of difficulty of the	word phrases from the
				with independence.	objects to see that the quantity	pattern.	song, keep the beat of a
				Form lower-case and	of a group can be changed by		song with a pitched
				capital letters	taking items away? Can we use	Gardening	note, add pitched notes
				correctly.	the 'first, then, now' structure	Observing the garden and	to the rhythm of the
				Use capital letters and	when exploring mathematical	showing knowledge and	words or phrases in the
				full stops	stories in meaningful contexts?	understanding of how to look	song, enjoy playing
				independently.	Can we count out all the objects	after it , by completing routine	patterns using a
				Respond to picture	at the start, take away the	tasks and relying less on adult	combination of any of
				stimulus for whole	required amount practically and	support (weeding, watering,	the three notes C, D and
				class writing.	then subitise or recount to see	harvesting, sweeping, raking and	E.
				Begin to use key	how many are left? Can we	planting).	L.
				phrases in verbal	represent number stories using	planting).	Reception Glockenspiel
						R.F. Jock in the Pey Big Bible	
				compositions such as	10 frames, number tracks and	R.E Jack in the Box Big Bible	Challenge - Big Bear
				'Once upon a time'	our fingers?	Stories Volume 1 Followers of Josus	Funk D, D + E, D + C
				and 'The End'	Dissing deeper how many	Followers of Jesus:	
				Begin to recognise and	Digging deeper – how many	1. Jesus meets his friends again	
				understand the	cubes did we have at the start?	(joy).	
				meaning of question	How many cubes do we have	2.Breakfast on the beach	
				and exclamation	now? Do we have more/fewer?	(friendship).	
				marks.	How many did I add/takeaway?	3.Jesus goes back to heaven	
					How did you work it out? Can	(trust).	
				Phonics:	you show me using	4.The Holy Spirit comes. The	
				Consolidate	counters/drawing a picture?	story of Pentecost (compassion &	
				recognition and recall		courage).	
				of previously learned	Spatial Reasoning 2 – do we	5. Jesus' followers share their	
				graphemes.	understand that shapes can be	lives together (service).	
					combined and separated to make		
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			Consolidate reading	new shapes? Can we investigate	6.Peter and John help the man	
			and spelling CV, CVC	how many different ways a	who couldn't walk (thankfulness).	
			and CVCC words with	smaller shape can be built using	7.Philip and the Queen's	
			faster decoding and	smaller shapes? Can we explore	treasurer (wisdom).	
			encoding, recognising	the different shapes we can		
			these words more on-	make by combining a set of given	Computing	
			sight.	shapes in different ways?	Information Technology - Digital	
			Consolidate reading		Art. Games and assignments.	
			and spelling previously	Digging deeper – can you make a		
			learned tricky words.	triangle using the blocks? Can		
			Consolidate reading	you make a different triangle?		
			and spelling high-	Why is it different? Can you		
			frequency words using	make a smaller/larger one? How		
			previously taught	many blocks did you use? What		
			sounds.	other shapes can you build? Can		
			Practise reading and	you do this in more than one		
			writing sentences	way? Explore different ways to		
			using previously	build a star. Explore the different		
			learned sounds and	shapes and arrangements we can		
			words.	make using a tangram.		
				5 5		
			Literacy Tree Books -			
			Celebrating Self			
			Ŭ			
			The Night Pirates			
			Outcomes: Writing in			
			role, letters, labels			
			and captions.			
			Main outcome: 'How			
			to be a pirate' guide.			
			Weirdo			
			Outcomes: Posters,			
			notes, badges, letters,			
1			writing in role,			
			leaflets.			
			Main outcome:			
			Instructional leaflet on			
			being yourself and			
			accepting others.			
			and a second second			
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	Plants	Nursery: Enjoy listening	Nursery: Become	Nursery: P.E Team	Nursery: Engage in	Nursery: Solve real world	Nursery: Explore collections of	Nursery: Begin to
		to longer stories and	increasingly more	Games Follow	extended	mathematical problems with	materials with similar and/or	develop complex stories
		can remember and	outgoing with	instructions, with	conversations about	numbers up to 5. For example,	different properties.	using small world
	Additional Topics:	verbalise much of what	unfamiliar people, in	reminders where	stories, learning new	Mum, Dad and Jenny sit at the	Talk about the differences	equipment like animal
	Seasons, Forest	happens.	the safe context of	necessary, show some	vocabulary.	table for dinner. How many	between materials and changes	sets, dolls and dolls
	School,	Understand 'why'	their setting.	understanding of	Use some of their	knives and forks will they need all	they notice.	houses etc.
	Gardening.	questions and responds	Show increasingly more	rules, show good	print and letter	together?	Plant seeds and care for growing	Make imaginative and
		with increasing	confidence in new	sportsmanship and	knowledge in their	Talk about and explore 2D and	plants. Plant grass seeds and talk	complex 'small worlds'
	Core Texts:	attention to detail.	social situations.	demonstrate a	early writing. For	3D shapes (for example, circles,	about the changes you see daily	with blocks and
	Jasper's Beanstalk.	Be able to express a	Find solutions to	positive attitude when	example: writing a	rectangles, triangles and cuboids)	as the grass grows.	construction kits, such
	Jack and the	point of view and to	conflicts and rivalries	attempting previously	pretend shopping list	using informal and mathematical	Understand the key features of	as a city with different
	Beanstalk,	state sensitively when	with more	learned skills within a	that starts at the top	language: 'sides', 'corners';	the life cycle of a plant and an	buildings and a park
	Usborne non-	they disagree with an	independence.	team game setting.	of the page; writing	'straight', 'flat', 'round'	animal. Focus on the life cycle of	Explore different
	fiction books How	adult or a friend, using	Refine the practised		'm' for mummy.	Select shapes appropriately: flat	a butterfly (egg $ ightarrow$ caterpillar $ ightarrow$	materials freely, in order
	Flowers Grow,	words as well as	appropriate ways of			surfaces for building, a triangular	chrysalis→ butterfly)	to develop their ideas
	Trees, Rainforests,	actions.	being assertive.	Develop further core	Phonics:	prism for a roof etc. with more	Begin to understand the need to	about how to use them
	Supertato stories,	Start a conversation	Develop a more	strength and balance		independence.	respect and care for the natural	and what to make.
	Oliver's	with an adult or a friend	independent	through yoga poses.	A1 Start to talk about	Combine shapes to make new	environment and all living things.	Draw with increasing
	Vegetables,	and continue it for	understanding of how	Actively take part in	the sounds they hear	ones - an arch, a bigger triangle	How should we treat living	complexity and detail,
	Oliver's Fruit	many turns.	others might be feeling.	some group activities	in more detail.	etc. with increased attention to	things? Should we pick the	such as representing a
	Salad, I am the	Use talk to organise		which they make up	Describe sounds they	detail.	flowers that are growing in the	face with a circle and
	Seed that Grew the	themselves and their	Reception:	for themselves, or in	hear and compare	Describe a familiar route with	park?	including details. Talk
	Tree (daily poetry	play with increasing	ELG	teams.	sounds. A2 Talk about,	greater independence.		about the features of a
	book).	effect and creativity.	Show an understanding	Match their	describe and compare	Discuss routes and locations	Reception:	face and body before
			of their own feelings	developing physical	the sounds of	freely, using words like 'in front	ELG	drawing them (i.e. A face
		Reception:	and those of others,	skills and creative	different familiar	of' and 'behind'. For example, we	Talk about the lives of the people	has two eyes, a nose, a
		ELG	and regulate their	movement to tasks	instruments. Follow	walk down the street where we	around them and their roles in	mouth and two ears.).
	Literacy Tree	Listen attentively and	behaviour accordingly.	and activities in the	instructions to	see the shops and turn down the	society.	Use drawing to
	Books - Family &	respond to what they	Set and work towards	setting. For example,	recreate a sound using	street next to Tesco.	Know some similarities and	represent ideas like
	Friends: Hairy	hear with relevant	simple goals, being able	they decide whether	an instrument. A3	Describe a sequence of events,	differences between things in the	movement or loud
	Maclary, Oi Frog.	questions, comments	to wait for what they	to crawl, walk or run	Create own body	real or fictional, using words such	past and now, drawing on their	noises.
		and actions when being	want and control their	across a plank,	percussion patterns	as 'first', 'then' with greater	experiences and what has been	Show different emotions
	Kau Maaahu lamu	read to and during	immediate impulses	depending on its	and sequences. Join in	independence.	read in class.	in their drawings and
	Key Vocabulary:	whole class discussions	when appropriate.	length and width.	with longer sequences	Make comparisons between	Understand the past through	paintings, like happiness,
	plant, leaf, stem,	and small group	Give focused attention	Further develop	of body percussion	objects relating to size, length,	settings, characters and events	sadness, fear etc.
	root, seed, bulb,	interaction.	to what the teacher	cutting skills by cutting	when shown by an	weight and capacity more	encountered in books read in	Sing the pitch of a tone
	grow, sun,	Make comments about	says, responding	around straight	adult. Describe body	independently.	class and storytelling.	sung by another person
	sunlight, rain,	what they have heard	appropriately even	shapes with more	percussion sounds.		Describe their immediate	('pitch match').
	rainfall, die,	and ask questions to	when engaged in	precision.	Follow instructions to	Reception:	environment using knowledge	Sing the melodic shape
	blossom, pollinate,	clarify their	activity, and show an	Further develop pencil	make body percussion	Doubling – do we understand	from observation, discussion,	(moving melody, such as
	nectar, pollen,	understanding.	ability to follow	control skills by	sounds. A4 Enjoy	that double means 'twice as	stories, non-fiction texts and	up and down, down and
	flower, petal,	Hold conversation when	instructions involving	moving increasingly	playing with rhyme	many'? Can we build doubles	maps.	up) of familiar songs.
	nutrients, spring,	engaged in back-and-	several ideas or actions.	more towards a tripod	and start to create	using real objects? Can we use	Know some similarities and	
	summer, autumn,	forth exchanges with	Be confident to try new	grip with more	their own rhyming	mirrors and games to begin to	differences between different	Reception:
	winter, season.	their teacher and peers.	activities and show	confidence.	words. Can complete	see the symmetry in doubles?	religious and cultural	ELG
ir 2		Participate in small	independence,		a short sentence with	Can we say doubles as we build	communities in this country,	Safely use and explore a
ne		group, class and one-to-	resilience and	Reception: P.E	their own rhyme. Can	them? Can we sort doubles/non-	drawing on their experiences and	variety of materials,
Summer		one discussions,	perseverance in the	Team Games	also break words	doubles and explain why?	what has been read in class.	tools and techniques,
Su		offering their own	face of challenges.		down into syllables			experimenting with
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ideas, using recently	Explain the reasons for	Follow instructions,	and create their own	Sharing and grouping – do we	Explain some similarities and	colour, design, texture,
introduced vocabulary.	rules, know right from	remember rules, play	beat. A5 Begin to	understand that to share fairly	differences between life in this	form and function.
Offer explanations for	wrong and try to	fairly, show good	match and group sets	there are the same number in	country and life in other	Share their creations,
why things might	behave accordingly.	sportsmanship and	of objects with the	each set? Can we recognise and	countries, drawing on knowledge	explaining the process
happen, making use of	Manage their own basic	demonstrate focus	same initial sound.	make equal groups? Can we	from stories, non-fiction texts	they have used.
recently introduced	hygiene and personal	and consideration	Enjoy playing with	notice when objects are left over	and – when appropriate – maps.	Make use of props and
vocabulary from stories,	needs, including	when undertaking	alliteration, e.g.	when we share or group? Can we	Explore the natural world around	materials when role
non-fiction, rhymes and	dressing, going to the	previously learned	thinking of their own	make suggestions on how to	them, making observations and	playing characters in
poems when	toilet and	skills within a team	short alliterative	resolve this?	drawing pictures of animals and	narratives and stories.
appropriate.	understanding the	game setting.	phrases 'big, bad, bat'		plants.	Invent, adapt and
Express their ideas and	importance of healthy		or making up their	Even and odd – do we	Know some similarities and	recount narratives and
feelings about their	food choices.	<u>ELG</u>	own words to create	understand that some quantities	differences between the natural	stories with peers and
experiences using full	Work and play	Negotiate space and	an alliterative phrase	will share equally into two groups	world around them and	their teacher.
sentences, including use	cooperatively and take	obstacles safely, with	'dangry dog.' A6 Speak	and some will not? Do we notice	contrasting environments,	Sing a range of well-
of past, present and	turns with others.	consideration for	clearly and are able to	that some quantities will be	drawing on their experiences and	known nursery rhymes
future tenses and	Form positive	themselves and	talk about, describe	grouped into pairs and some will	what has been read in class.	and songs; Perform
making use of	attachments to adults	others.	and compare different	have some left over? Can we	Understand some important	songs, rhymes, poems
conjunctions, with	and friendships with		voice sounds. Enjoy	notice the odd and even	processes and changes in the	and stories with others,
modelling and support	peers.	Demonstrate strength,	creating their own	structure of number shapes and	natural world around them,	and – when appropriate
from their teacher.	Show sensitivity to	balance and	ideas for voices of	by building pair-wise patterns of	including the seasons and	– try to move in time
	their own and to	coordination when	different characters in	10 frames?	changing states of matter.	with music.
	others' needs.	playing.	their activities and			
		p	play and also imitate	Spatial reasoning 3 – replicate		Art & Design
	RSE & PSHE	Move energetically,	the voices of	constructions, models, real	Plants	Craft and design: Let's
	Managing self: My	such as running,	characters. A7 Able to	places, places from stories.	Work through chapters in 'How	get crafty
	wellbeing	jumping, dancing,	segment CVC and VC	Prompt to use positional	Flowers Grow' Usborne book:	Developing cutting,
	wenbeing	hopping, skipping and	words into phonemes,	language. Can we visualise simple	Seed to seedling, Plant parts,	threading, joining and
	Children will learn how	climbing.			Making food, Buds to flowers,	folding skills through
	to look after their	chilibing.	e.g. by robot-talking a	models by playing barrier games and follow verbal instructions as		
		Hold a pencil	word back to an adult.		Pollen and nectar, Making seeds,	fun, creative craft
	wellbeing through		Start to blend the	we build?	Spreading seeds, Juicy fruit, New	projects.
	exercise, meditation, a	effectively in	phonemes of longer	Plasta de la companya	plants, Rainforest plants, Hot	Constant and the
	balanced diet and care	preparation for fluent	words and identify	Digging deeper – can we explain	desert plants, Water plants, Killer	Seasonal crafts.
	for themselves.	writing – using the	how many phonemes	which models we like best and	plants.	
		tripod grip in almost	are in a CVC or VC	why? Can we use pictures to	Work through chapters in 'Trees'	Design & Technology
		all cases.	word, e.g. counting	recreate a model? Which pieces	Usborne book: Standing tall,	Consolidation of all
			the 3 phonemes in	do we need? How many pieces	Growing strong, Food factories,	previously learned skills.
		Use a range of small	'mop.'	will we need? Are there any	Types of trees, Changing seasons,	
		tools, including	'Sound of the Week'	pieces hidden? Can we compare	Fancy flowers, Tasty treats,	Seasonal projects.
		scissors, paint brushes	challenge.	our models to the pictures? Is	Hanging on, Tree houses, Tough	
		and cutlery.		there anything else we need to	trees, Crawling with life, Trees in	
				add? Can we make a different	trouble, Protecting trees.	Music - Charanga –
		Begin to show	Reception:	model with the same pieces? Do	Work through key sections in	Reflect, Rewind and
		accuracy and care	ELG	same colour models make this	'Rainforests' Usborne book:	Replay – Revise and
		when drawing.	Demonstrate	task easier or harder?	Towering trees, In the	consolidate previous
			understanding of what		understorey, On the ground,	musical activities that
			has been read to them	Deepening understanding - see	Smelly plants, Rainforest rivers,	embed pulse rhythm
			by retelling stories and	extended problem-solving	Rich rainforests, Tropical tribes,	and pitch, explore voices
			narratives using their	scenarios in WRM document. Can	Ruining rainforests.	and classroom
			own words and	we discuss possible starting		instruments.
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				recently introduced	points to solve the problem? Can	Look after our existing plants in	
				vocabulary.	we make adaptations as we go	our garden and note the	Reception Glockenspiel
				Anticipate, where	along? Can we review and	changes.	Challenge – Revise
				appropriate, key	discuss our strategies – which	Grow a variety of plants using	previous.
				events in stories.	were the most successful/which	seeds and bulbs, including cress,	
				Use and understand	did not work and why?	beans and sunflowers.	
				recently introduced	, ,	Go on a plant hunt, photograph	
				vocabulary during	Patterns and relationships – can	and identify them using books	
				discussions about	we investigate relationships	and apps.	
				stories, non-fiction,	between numbers and shapes.		
				rhymes and poems	Can we create a widening range	Seasons	
				and during role-play.	of symmetrical constructions and	Searching for signs of summer,	
				Say a sound for each	repeating patterns, including	using our senses to investigate,	
				letter in the alphabet	ABBC? Can we notice patterns in	sort and create with them.	
				and at least 10	stories from a range of cultures?	Describing and explaining them	
				digraphs.	stories from a range of cultures!	with challenge and support	
				Read words consistent	Spatial reasoning 4 – do we	through questioning and	
				with their phonic	understand that we can make	prompting according to ability.	
				knowledge by sound-		,	
				blending.	maps and plans to represent	Look carefully at the emerging	
				U	places and use these to see	wildlife, including frogs and	
				Read aloud simple	where things are in relation to	butterflies and look closely at	
				sentences and books	other things? Can we look at	their life cycles.	
				that are consistent	maps and explain what we see?		
				with their phonic	Where would we put certain	Forest School	
				knowledge, including	things on a map of our	Recap Forest School rules prior to	
				some common	classroom? Can we create our	entering the forest.	
				exception words.	own maps to represent models,		
				Write recognisable	familiar places and places in		
				letters, most of which	stories?	Survival Skills – Building Shelters	
				are correctly formed.		Throughout history humans have	
				Spell words by	ELG	made shelters to meet their basic	
				identifying sounds in	Have a deep understanding of	needs, and even today children	
				them and	number to 10, including the	still have a natural instinct to	
				representing the	composition of each number.	build them, starting with dens at	
				sounds with a letter or	Subitise (recognise quantities	home made from chairs, sheets	
				letters.	without counting) up to 5.	and pillows.	
				Write simple phrases	Automatically recall (without	Today teams can choose which	
				and sentences that	reference to rhymes, counting or	resources they would like to	
				are phonetically	other aids) number bonds up to 5	make their shelter out of. They	
				plausible and can be	(including subtraction facts) and	must try to make them strong to	
				read by others.	some number bonds to 10,	withstand the weather, including	
					including double facts.	being waterproof (we will test	
				Phonics	Verbally count beyond 20,	this once they are built). Adults	
					recognising the pattern of the	to support in the children's	
				Plug gaps following	counting system.	choice (tarpaulin and ropes or	
				assessments and	Compare quantities up to 10 in	large sticks). But Reception are to	
				practise and revisit	different contexts, recognising	be encouraged to undertake	
				prior learning in order	when one quantity is greater	challenges in regard to	
						measuring, tying, lifting and	
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		to ensure readiness	than, less than or the same as the	problem solving as	
		for Year 1.	other quantity.	independently as possible.	
			Explore and represent patterns	Nursery to be challenged in	
		Consolidate previously	within numbers up to 10,	regard to the resourcing of	
		learned knowledge	including evens and odds, double	materials (longer/wider stick	
		and skills and begin to	facts and how quantities can be	etc.)	
		use these with greater	distributed equally.		
		independence to	. ,		
		produce longer and		Gardening	
		creative texts of the		Observing the garden and	
		child's choosing.		showing knowledge and	
		J. J		understanding of how to look	
		Utilise knowledge and		after it , by completing routine	
		skills to explore texts		tasks and relying less on adult	
		of the children's		support (weeding, watering,	
		choosing to develop		harvesting, sweeping, raking and	
		their enthusiasm for		planting).	
		reading a variety of		P	
		texts.		R.E Jack in the Box Big Bible	
				Stories Volume 1	
		Literacy Tree Books -		Followers of Jesus continued:	
		Family & Friends		8.Paul becomes a follower of	
		,		Jesus (peace).	
		Hairy Maclary		9.Dorcas and her sewing	
		Outcomes: Character		(compassion).	
		description, writing in		10. Paul and Silas in prison	
		role, letters, leaflet.		(courage).	
		Main outcome:		11. Paul and the shipwreck	
		Alternative version		(trust).	
		narrative.		12. Paul writes letters.	
		Oi Frog		Computing	
		Outcomes: Rhyming		Information Technology - Digital	
		flip-books, questions,		Art. Games and assignments.	
		captions and labels.			
		Main outcome: Own			
		version rhyming			
		narrative.			
		narrative.			

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