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| **Area** | **Autumn 1** | | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | **Summer 2** |
| **Focus Topics** | Autumn/ Seasons  New beginnings- Starting School  My School and locality.  My New Class – class charter/ kind hands and kind words  Ourselves - what am I good at?  My Family – Where do I live? | | | Winter/Seasons  Ourselves – How am I different/the same as my friends?  Our local area  Structures for houses | | Chinese New Year  Weather Watch  Animals | | Spring/Seasons  Plants and growing seeds  Healthy Eating/Cooking  Oral health recap | | Summer/Seasons  Geography – love the seaside  Animals/ minibeasts  My family  Oral health – brushing teeth | Weather Watch  History – great explorers  Animals/ minibeasts and habitats  Environments – beach, country and town  Oral health recap  My Body- How have I changed?  Under the sea theme |
| **Wow Moments/ Experiences** | Walk to visit local landmarks  Autumn leaf stomp  Walk to the park  Harvest at church  Fortnightly Open the Book  Author visit – Jan Oke  Transport in our locality  Invention day - parents | | | Winter walk in locality  Remembrance day – visit to the Memorial Cross  Father Christmas  Christmas Play and Carols  Fortnightly Open the Book  Room on the broom day  Trip to the Mosque | | Chinese New Year Celebration  Fortnightly Open the Book  Cooking  Allotment visits  Fortnightly Open the Book  Visit to a castle or an old fort  Trip to Pynes farm - animals | | Fortnightly Open the Book  Allotment visits and planting seeds  Growing lots of things  Visit to Axminster wildlife centre | | Fortnightly Open the Book  Allotment visits  Disgusting sandwich – parent engagement | Fortnightly Open the Book  Visit to the church  Allotment visits  Clip and climb trip  Beach clean  Cooking food from our allotment  Sports day  Art day |
| **Key Texts** |  | | |  | |  | |  | | Image result for grow your own lettuce book |  |
| **Book Spine Key Texts** | Rosie’s Walk Shark in the Park Two homes Two daddies The Naughty Bus Mr Grumpy’s outing  Monkey Puzzle | | | Owl Babies Oliver’s Vegetables Oliver’s Milkshake We’re going to the dentist Let’s brush our teeth  The skin you live in The Smartest Giant in Town | | Each Peach Pear Plum  The Hospital Dog  Rama and Sita | | The very hungry caterpillar Elmer  The Gruffulo  What the ladybird said  Sam’s sunflower | | Tiger who came to tea Brown Bear Brown Bear what do you see? Gorilla Farmer Duck Arrgh Spider  You Choose Space  What the Ladybird said The Room on the Broom The Ugly Five | Rainbow fish Funny bones  The Singing Mermaid Detective Dog Nell The Snail and the Whale Stick Man |
| **Communication and Language** | Communication and Language is developed on an ongoing basis throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, focused story sessions with book talk, singing, speech and language interventions, assemblies and weekly interventions as needed. A high priority is placed on the use and awareness of rich and new vocabulary. An environment that is word rich is valued and children are actively encouraged to play and experiment with new vocabulary. | | | | | | | | | | |
| **3 and 4 year olds (Pre school)** | Enjoy listening to longer stories and can remember much of what happens  Pay attention to more than one thing at a time, which can be difficult  Join in with familiar songs and rhymes | | Use a wider range of vocabulary.  Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.  Join in with familiar songs and rhymes | | | | Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  Join in with familiar songs and rhymes  Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | Sing a large repertoire of songs.  Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. | | Sing a large repertoire of songs.  Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’  Use longer sentences of four to six words | Start a conversation with an adult or a friend and continue it for many turns.  Sing a large repertoire of songs.  Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. |
| **4 and 5 year olds (Reception)** | Understand how to listen carefully and why listening is important.  Learn new vocabulary.  Use new vocabulary through the day.  Settling in activities and carpet times. Daily nursery rhymes and songs. Feelings puppet and mirror – moods and feelings. Adults modelling language throughout the day Individual speech link assessment to set a baseline and to start referrals for those who are highlighted.  Role Play – Deconstructed and Themed | | | Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  Word of the week  Focussed Storytime/ Book Talk  Daily nursery rhymes and songs  Show and tell/ Circle Time  Role Play – Deconstructed and Themed | | Engage in story times.  Listen to and talk about stories to build familiarity and understanding.  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  Use new vocabulary in different contexts.  Word of the week  Focussed Storytime/ Book Talk  Daily nursery rhymes and songs  Show and tell/ Circle Time  Role Play – Deconstructed and Themed  , | | Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary  Ask questions to find out more and to check they understand what has been said to them.  Articulate their ideas and thoughts in well-formed sentences.  Word of the week  Focussed Storytime/ Book Talk  Group reads and Book Talk  Daily nursery rhymes and songs  Show and tell/ Circle Time  Role Play – Deconstructed and Themed | | Connect one idea or action to another using a range of connectives.  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  Develop social phrases.  Word of the week  Guided Reading/ Book Talk  Group Reads and Book Talk  Daily nursery rhymes and songs  Show and tell/ Circle Time  Role Play – Deconstructed and Themed | ELG – listening –  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions to clarify their understanding.  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  ELG – Speaking –  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| **Literacy**  **3 and 4 year olds**  **(Preschool)** | **Phonics – phase 1**  General sound discrimination – environmental sounds  General sound discrimination – instrumental sounds | | | **Phonics – phase 1**  General sound discrimination – body percussion  Rhythm and rhyme  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 | | **Phonics – phase 1 on phonics bug**  **Unit A –** A wet walk  **Unit B** – All sorts of art  Alliteration  Voice sounds | | **Phonics – phase 1 on phonics bug**  **Unit C –** Nature shapes  **Unit D** – The missing button  Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.  Engage in extended conversations about stories, learning new vocabulary. | | **Phonics – phase 1 on phonics bug**  **Unit E –** From seed to sandwich  **Unit F** – A day at the beach  Write some or all of their name.  Write some letters accurately. | **Phonics bug – recapping phase 1 and introducing some phase 2.**  Write some or all of their name.  Write some letters accurately.  Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom |
| **Literacy**  **Word Reading**  **4 and 5 year olds (reception)** | **Phonics Bug: Phase 2**  Sets 1 to 6 Reading: Initial single sounds, oral blending, CVCs,  **Phonics Bug** language sessions to set 6  **CEW** words: to the no go I into her me be  Reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge. | | | **Phonic Sounds**: Phonics Bug  Phase 2 recap all sets and Phase 3 Unit 7 to 9  Reading: Introducing first diagraphs  **Phonics Bug** language sessions to 11 plus 12 ( 1 and 2)  **CEW**: he my by she they we are you all was give live | | **Phonic Sounds: Phonics Bug Phase 3** 10 and 11 and recap all Sets  Phase 4 Unit 12  Reading: Phase 4 consonant blends  **Phonics Bug** language sessions to  **CEW:** he my by she they we are you all was give live  Phase 4 :said, have, like, so, do, some, come, were, there, little, one, when, out, what | | **Phonic Sounds**: **Phonics Bug Phase 3 and 4**  Reading: consonant blends  **Phonics Bug** language sessions to  **CEW**: said, have, like, so, do, some, come, were, there, little, one, when, out, what | | **Phonic Sounds**: **Phonics Bug Phase 3 and 4**  Reading:  **Phonics Bug** language sessions to  **Embed all CEW**  to the no go I into her me be he my by she they we are you all was give live  said, have, like, so, do, some, come, were, there, little, one, when, out, what | **Phonic Sounds**: **Phonics Bug Phase 4**  Reading:  **Phonics Bug** language sessions to  **Embed all CEW**  to the no go I into her me be he my by she they we are you all was give live  said, have, like, so, do, some, come, were, there, little, one, when, out, what  ELG - Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words |
| **Literacy**  **Comprehension**  **4 and 5 year olds (Reception)** | Daily focussed storytime with a focus on comprehension  **Listening to stories**.  Joining in with rhymes and repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story.  Recognising initial sounds.  Name writing activities.  Engage in extended conversations about stories, learning new vocabulary. | | | Daily focussed storytime with a focus on comprehension  **Beginning to retell stories.** Retell stories related to events through acting/role play. Retelling stories using images / apps.  Retelling of stories.  Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end.  Enjoys an increasing range of books.  Actions to retell the story. Story Maps. | | Daily focussed storytime with a focus on comprehension  **Retelling stories with the recently introduced vocabulary.**  Making up stories with themselves as the main character.  Encourage children to record stories through picture drawing/mark making.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Using recently introduced vocabulary during discussions about stories and during role-play. | | Daily focussed storytime with a focus on comprehension  **Building fluency and understanding.**  Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.  Develop their own narratives and explanations by connecting ideas or events | | Daily focussed storytime with a focus on comprehension  **Explaining the stories they have listened to or have read themselves**.  Retell a story with actions and / or picture prompts as part of a group.  Use story language when acting out a narrative. Rhyming words.  Can explain the main events of a story.  Can draw pictures of characters/event /setting in a story. May  include labels, sentences or captions. | Daily focussed storytime with a focus on comprehension  **Demonstrate understanding of what has been read to them**  Retelling stories using their own words and recently introduced vocabulary.  Can draw pictures of characters/ event / setting in a story.  Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions.  Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story.  Point to front cover, back cover, spine, blurb, illustration, illustrator, author and title  ELG - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate (where appropriate) key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. |
| **Literacy**  **Writing**  **4 and 5 year olds (reception)** | Representing name and initial letter sounds.  Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.  Continuous Provision mark making  Using **letter boards** to spell Phonics Bug decodable words and Phonics Bug CEW sets 1 – 6 :  **WK 1** : at as  **WK 2:** an, it, in, is, dad  **Wk 3:** can, on, not, got **CEW** : to  **Wk 4**: mum, up, get **CEW:** the, no, go  **WK 5:** had, back, his, big, him, if, of, off, but **CEW:** I, into, her  **WK 6:** Recap decodable **CEW: me be**  Practising correct letter formation. | | | Writing CVC words using letter boards then whiteboard pens .  Name writing.  Continuous Provision ongoing availability of writing materials  Supported use of Phonic Bug sound cards to label pictures etc using initial sounds.  Story scribing with an adult during role play.  Retelling stories using mapping in writing area/Tuff trays/ clip board  Sequencing the story activities and Tuff trays  Practising correct letter formation  From Unit 7 : Caption Writing.  Using **letter boards** (and writing) to spell Phonics Bug decodable words and Phonics Bug CEW  Continued revision of weeks 1 – 6 words  **Wk 7:** will **CEW:** he, my, by, she  **Wk 8:** that, this, then, them, with **CEW:** they  **Wk 9:** look, see, too **CEW:** we, are  **Wk 10:** or, now, down **CEW:** you **Wk 11: CEW:** all, was, give, live  **WK 12:** went, from, children, just, help **CEW:** said, have, like, so, do, some, come, were, there, little, one, when, out, what | | Phonic Bug Caption Writing  Writing CVC, CVCC, CCVC words.  Guided writing opportunity linked to key focus areas  around developing short sentences in a meaningful context.  Creating story boards. Practising correct letter formation.  Daily handwriting alongside Phonics Bug to practise letter formation.  Recognition and writing of CEW as per Phonics Bug schedule sets 1 to 12  Modelled writing to continue but children to be encouraged to develop independence in their segmenting , blending and writing skills using letter boards if needed,  Use of Phonic Bug sound cards prompted in all activities – guided and in Continuous Provision ongoing availability of writing materials  Display sounds and CEW for children to access around the setting  Use stem sentences to scaffold some writing.  Recap all **CEW** until secure  **Phase 3 and 4** focus on CEW and decodable words. | | Begin to write simple sentences. ‘Hold and write a sentence’. Creating own story maps  Writing captions and labels, Writing simple sentences.  Writing short sentences to accompany story maps.  Labels and captions.  Recipes  Guided writing opportunities linked to key focus areas  Continuous Provision ongoing availability of writing materials  Ensuring correct letter formation.  Ongoing assessment and revision of Phase 2 – 4.  **Phase 4** focus on CEW and decodable words. | | Writing simple sentences. ‘Hold and write a sentence’. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.  Form lower-case and capital letters correctly. Rhyming words.  Write 2 sentences.  Ensuring correct letter formation.  Simple Instructions  Use of stem sentences:  First:  Then:  Next:  Simple Stories / story mapping  A class book about dinosaurs and dragons | Simple instructions  Extended stem sentences  How to instructions  My pet is\_\_\_\_\_\_\_\_  It needs \_\_\_\_\_\_\_\_  It is \_\_\_\_\_\_\_\_\_  Facts – learn , recall orally and write  Animal facts  Bird of prey facts  A class book about dinosaurs and dragons  Sequences of event  Simple stories/story mapping  Stem sentences  ‘How to catch a’ writing  Descriptions  Simple recount  Poems about the beach/sea  ELG - Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others. |
| **Maths**  **3 and 4 year olds (Pre-school)** | Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.  Extend and create ABAB patterns – stick, leaf, stick, leaf.  Notice and correct an error in a repeating pattern. | | | Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  Understand position through words alone – for example, “The bag is under the table,” – with no pointing.  Combine shapes to make new ones – an arch, a bigger triangle, etc. | | Recite numbers past 5.  Say one number for each item in order: 1,2,3,4,5.  Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  Show ‘finger numbers’ up to 5.  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. | | Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  Describe a familiar route.  Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | | Experiment with their own symbols and marks as well as numerals.  Compare quantities using language: ‘more than’, ‘fewer than’.  Make comparisons between objects relating to size, length, weight and capacity.  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ | Solve real world mathematical problems with numbers up to 5.  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.  Sharing objects |
| **Maths**  **4- and 5-year-olds (Reception)** | **Getting to know you** ( 3 weeks)  **Just like me** : Match and sort, compare amounts, mass, size and capacity. Explore pattern | | | **It’s Me 1 2 3:**  Representing 1 2 and 3  Comparing 1 2 and 3  Composition of 1 2 and 3  Circles and Triangles  Positional Language  **Light and Dark:**  Representing numbers to 5  One more or less  Shapes with 4 sides  Time | | **Alive in 5:**  Introducing zero  Comparing numbers to 5  Representing 4 and 5  Compare mass (2)  Compare capacity (2)  **Growing 6 7 8:**  6,7 & 8  Combining two amounts  Making pairs  Length and height  Time (2) | | **Building 9 and 10:**  Counting to 9 and 10  Building numbers to 9 and 10  Comparing numbers to 10  Bonds to 10  3d Shapes  Spatial awareness  Pattern  **Consolidation.** | | **To 20 and beyond:**  Build numbers beyond 10  Count patterns beyond 10  Spatial reasoning one  Match , rotate, manipulate  **Tuff Trays:**  **First Then and Now:**  Adding more  Taking away  Spatial reasoning (2)  Compose and decompose | **Find my Pattern:**  Doubling  Sharing and Grouping  Even and Odd  Spatial reasoning (3)  Visualise and Build  **Tuff Trays:**  **On the move**:  Deepening Understanding  Patterns and relationships  Spatial reasoning (4)  Mapping |
| **Understanding the world**  **3 and 4 year olds**  **(Pre school)** | Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Visits to the allotment | | | Talk about the differences between materials and changes they notice.  Visits to the allotment | | Talk about what they see, using a wide vocabulary.  Begin to make sense of their own life-story and family’s history.  Visits to the allotment | | Plant seeds and care for growing plants.  Show interest in different occupations.  Explore how things work.  Begin to understand the need to respect and care for the natural environment and all living things. | | Understand the key features of the life cycle of a plant and an animal.  Explore and talk about different forces they can feel.  Continue developing positive attitudes about the differences between people. | Plant seeds and care for growing plants.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| **Understanding the World**  **4 and 5 year olds**  **Reception**  **Past and Present:** | **Past and Present:**  Geography – Local area – where do I live? | | | **Past and Present:**  History – toys from the past | | **Past and Present:**  Geography – why can’t penguins fly | | **Past and Present:**  History – My local area | | **Past and Present:**  Geography – Why do we love the seaside? | **Past and Present:**  History – Great explorers  **ELG -** Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling. |
| **Understanding the World**  **4 and 5 year olds**  **Reception**  **People Culture and Communities** | Describing their environment around them. Can they locate their home on google maps? Exploring what makes a family. The varying members of a family unit.  **RE unit – Being special where do we belong?** | | | Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.  **RE unit – Why do Christians perform nativity plays?** | | Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day  **RE unit –What stories are special and why?** | | The life of a farmer  Farm to fork – how our food gets to our plates.  Easter Mother’s Day  **RE unit –Why do Christians put a cross in their Easter garden?** | | Special days  Saints  Links tp RE  Churches and different faiths  Fathers day  **RE unit –why is the word God important to Christians?** | **RE unit –what places are special and why?**  **ELG -** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. |
| **Understanding the World**  **4 and 5 year olds**  **Reception**  **The Natural World** | **Materials:**  Naming, sorting and grouping different materials according to named criteria. | | | **Materials:**  Naming, sorting and grouping different materials according to named criteria. | | **Humans**  Parts of the body  Growth | | **Living Things:**  Animals in the locality, Nocturnal animals – making sense of habitats. Which animals are nocturnal | | **Plants:**  Planting seeds, examining different leaves and types of trees, Flower pressing, leaf rubbings, bark rubbings, | **Plants**  Allotment visits  Drawing plants – link to art  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter |
| **Physical development**  **3- and 4-year-olds**  **(Pre-school)** | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Go up steps and stairs, or climb up apparatus, using alternate feet.  Skip, hop, stand on one leg and hold a pose for a game like musical statues. | | | Use large-muscle movements to wave flags and streamers, paint and make marks.  Start taking part in some group activities which they make up for themselves, or in teams.  Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. | | Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. | | Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Use one-handed tools and equipment, for example, making snips in paper with scissors. | | Use a comfortable grip with good control when holding pens and pencils.  Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips | Use a comfortable grip with good control when holding pens and pencils.  Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips |
| **Physical Development**  **4 and 5 year olds**  **Reception** | **PE:** Fundamental movements and Gymnastics  **Continuous Provision**: Scooters and bikes, bats and balls, climbing frame, team and playtime games, parachute games, running, jumping.  Using a range of tools to develop good control – mark making areas | | | **PE**: Fundamental movements and Gymnastics  **Continuous Provision**: Scooters and bikes, bats and balls, climbing frame, team and playtime games, parachute games, running, jumping.  Using a range of tools to develop good control – mark making areas  Use one-handed tools and equipment, for example, making snips in paper with scissors. | | **PE:** Throwing and Catching, passing and receiving  **Continuous Provision**: Scooters and bikes, bats and balls, climbing frame, team and playtime games, parachute games, running, jumping, dancing, hopping, skipping and climbing  Use one-handed tools and equipment, for example, making snips in paper with scissors.  Using tools to create with intention. | | **PE**: Throwing and Catching, passing and receiving  **Continuous Provision**: Scooters and bikes, bats and balls, climbing frame, team and playtime games, parachute games, running, jumping, dancing, hopping, skipping and climbing  Develop overall body-strength, balance, coordination and agility  Use a comfortable grip with good control when holding pens and pencils  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. . | | **PE:** Team building and problem solving , Athletics  **Continuous Provision**: Scooters and bikes, bats and balls, climbing frame, team and playtime games, parachute games, running, jumping, dancing, hopping, skipping and climbing, quoits, hoops, skipping ropes, obstacle courses  Develop overall body-strength, balance, coordination and agility  Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing | **PE:** Team building and problem solving , Athletics  **Continuous Provision**: Scooters and bikes, bats and balls, climbing frame, team and playtime games, parachute games, running, jumping, dancing, hopping, skipping and climbing, quoits, hoops, skipping ropes, obstacle courses  Develop overall body-strength, balance, coordination and agility  Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing |
| **PSHE**  **3 and 4 year olds**  **(Pre school)** | Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  Develop their sense of responsibility and membership of a community. | Become more outgoing with unfamiliar people, in the safe context of their setting.  Show more confidence in new social situations. | | | Play with one or more other children, extending and elaborating play ideas.  Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. | | | Increasingly follow rules, understanding why they are important.  Remember rules without needing an adult to remind them.  Develop appropriate ways of being assertive. | Talk with others to solve conflicts.  Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  Understand gradually how others might be feeling. | | Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.  Make healthy choices about food, drink, activity and toothbrushing. |
| **PSHE**  **4 and 5 year olds**  **reception** | **Self-Regulation:**  Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  \* Controlling own feeling and behaviours.  \* Able to concentrate on a task  \* Applying personalised strategies to return to a state of calm.  \* Able to ignore distractions.  \* Thinking before acting.  \* Able to curb impulsive behaviours.  \* Behaving in ways that are socially acceptable.  \* The ability to persist and persevere. | | | | | | | | | | Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. |
| **Managing Self:**  New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships. | | | **Managing Self:**  Getting on and falling out. How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. | | **Managing Self**:  Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. | | **Managing Self:** Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. | | **Managing Self:**  Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. | Taking part in sports day. Winning and losing. Changing me - Look how far I've come!  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices |
| **JIGSAW**:  **Being Me in My World**  **Piece 1** – Who…Me?  **Piece 2** – How Am I Feeling Today?  **Piece 3** – Being at School **Piece 4** – Gentle Hands **Piece 5** – Our Rights  **Piece 6** – Our Responsibilities | | | **JIGSAW:**  **Celebrating Differences**  **Piece 1** What I Am Good a  **Piece 2** – I’m Special, I’m Me!  **Piece 3** – Families  **Piece 4** – Houses and Homes  **Piece 5** – Making Friends  **Piece 6** – Standing Up For Yourself | | **JIGSAW:**  **Dreams and Goals**  **Piece 1** – Challenge  **Piece 2** – Never Giving Up  **Piece 3** – Setting a Goal **Piece 4** – Obstacles and Support  **Piece 5** – Flight to the Future  **Piece 6** – Award Ceremony | | **JIGSAW:**  **Healthy Me**  **Piece 1** – Everybody’s Body! **Piece 2** – We Like to Move It, Move it!  **Piece 3** – Food Glorious Food  **Piece 4** – Sweet Dreams **Piece 5** – Keeping Clean **Piece 6** – Stranger Danger | | **JIGSAW:**  **Relationships**  **Piece 1** – My Family and Me!  **Piece 2** – Make Friends, Never Ever Break Friends! Part 1  **Piece 3** – Make Friends, Never Ever Break Friends! Part 2  **Piece 4** – Falling Out and Bullying Part 1  **Piece 5** – Falling Out and Bullying Part 2  **Piece 6** – Being the Best Friend We Can Be | **JIGSAW:**  **Changing Me**  **Piece 1** – My Body  **Piece 2** – Respecting My Body  **Piece 3** – Growing Up  **Piece 4** – Fun and Fears **Piece 5** – Fun and Fears **Piece 6** – Celebration |
| **Building Relationships:** Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other’s needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively. | | | | | | | | | | Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs |
| **Expressive Art and Design**  **3 and 4 year olds**  **Pre school** | Listen with increased attention to sounds.  Respond to what they have heard, expressing their thoughts and feelings. | | | Take part in simple pretend play, using an object to represent something else even though they are not similar.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. | | Remember and sing entire songs.  Explore different materials freely, to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them. | | Join different materials and explore different textures.  Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  Draw with increasing complexity and detail, such as representing a face with a circle and including details. | | Sing the pitch of a tone sung by another person (‘pitch match’).  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Create their own songs or improvise a song around one they know. | Play instruments with increasing control to express their feelings and ideas  Use drawing to represent ideas like movement or loud noises.  Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.  Explore colour and colour-mixing. |
| **Expressive Art and Design**  **DT**  **Music**  **4 and 5 year olds**  **Reception** | **Art – spirals**  **Music -** Introducing beat – How can we make friends when we sing together?  Adding rhythm and pitch- How does music tell stories about the past? | | | **DT - Moving pictures** | | **Art – simple print making**  **Music -** Introducing tempo and dynamics – How does music make the world a better place?  Combining pulse, rhythm, and pitch – How does music help us understand our neighbours? | | **DT - Fabric faces** | | **Art - 3D birds**  **Music -** Having fun with improvisation- What songs can we sing to help us through the day?  Explore sound and create a story – How does music teach us about looking after our planet? | **DT – Pirate paddy packed lunch problem.**  ELG – Creating with materials  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.  ELG - Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music |
| **Assessment** | **National Baseline**  Phonics Baseline in score  **Phonic Bug Baseline:** p 31 s a t p i n m d  **Week 3 assessment:** p 35 s a t p i n m d  **Phonics Bug End of phase 2 assessment week 5:**  Names and sounds of the alphabet; Writing letters (stop after 19 letters) p 40 - 41  s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff l, ll, ss  Blending real words  Blending pseudo-words  Tricky words  O P & L milestones and spotlights  Tapestry ongoing assessments and flags  Ongoing reading records | | | Half termly screening – interim and next steps set  Out Score at end of term.  Phonics Bug End of phase 2 assessment if not done in Autumn  **Phonics Bug End of Phase 3 assessment week 11 p 40-44**  Names and sounds of the alphabet from 20–26: j, v, w, x, y, z, q Sounds and spellings of digraphs and trigraphs zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo (long), oo (short), ar, or, ur, ow, oi, ear, air, ure, er  Blending real words Blending pseudo-words Segmenting CVC words Tricky words  O P & L milestones and spotlights  Tapestry ongoing assessments and flags  Ongoing reading records | | Spring Term screening – in score **Phonics Bug end of phase 3 assessment if not completed in week 11/12 or needs to be re done.**  **Phase 4 assessment p 45 - 46**  CVCC, CCVC, CCVCC, CCCVCC Tricky words  Blending and segmenting CCVC, CVCC and CCVCC words  O P & L milestones and spotlights  Tapestry ongoing assessments and flags  Ongoing reading records | | Half termly screening – interim score and next steps set.  **Phase 4 assessment if not completed in Spring 1 or needs to be redone**  **Continue with assessment as needed/ nurture groups**  Out score at end of the term.  Phonics Bug Assessments  O P & L milestones and spotlights  Tapestry ongoing assessments and flags  Ongoing reading records | | Summer term screening – in score  **Continue with assessment as needed/ nurture groups**  Phonics Bug Assessments  O P & L milestones and spotlights  Tapestry ongoing assessments and flags  Ongoing reading records | Half termly screening – interim score and next steps set.  End of year judgements.  Phonics Bug Assessments  O P & L end judgements  Tapestry ELG assessments and judgements |