




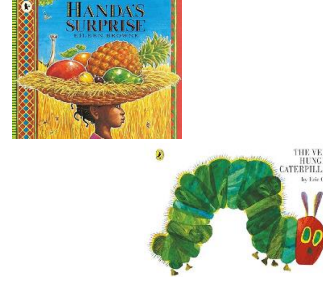


Reception						
Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me	Excellent Adventures	Cold places	Amazing Animals	Growing and changing	The whole wide wonderful world
Celebrations	National Poetry Week Harvest Festival	Diwali Guy Fawkes Remembrance Sunday Children In Need Christmas	National Story Telling Week International Book Giving Day Shrove Tuesday / Lent	Mothering Sunday Easter World Book Day World Poetry Day	Eid	Father's Day
Texts to inspire learning						
Literacy	<b>Phonics</b> <b>Phase 2</b> <u>Block 1</u> Set 1 - s a t p Set 2 - i n m d Set 3 - g o c k Revision <u>Block 2</u> Set 4 - c k e u r Set 5 - h b f f f Set 6 - l l ss	Revision <b>Phase 3</b> <u>Block 3</u> Set 6 – j v w x Set 7 – y z zz qu Set 8 - ch sh th ng Revision	<b>Phonics</b> <b>Phase 3 with adjacent consonants integrated</b> <u>Block 1</u> Set 9 - ai ee igh oa oo (moon) oo(book) <u>Block 2</u> Set 10 - ar or ur ow (cow) oi Revision <u>Block 3</u> Set 11 - ear air ure er Revision	<b>Phonics</b> <b>Revision of Phase 3 with the following adjacent consonants integrated</b> Set 13 – sp dr fl br bl Set 14 – st (stop) st (lost) tr gr ft Set 15 – cr pr sc fr sl Set 16 – tw sw xt nt lt Set 17 – mp nk nd cl nch Set 18 – sm lk sk lf sn		
	<b>Reading</b> Develop routines for phonics and reading sessions.  Modelled blending sessions daily.  Name reading in snack, creative, writing, voting and self-registration times.  Learn and signify small sections of text.  Making predictions  <b>Writing</b> Dough Disco and strength activities.  Daily name writing on registration.  Modelled drawing with CVC labelling.  Basic control and letter formation.  Introduction to letter formation sessions.  Labelling all artwork with name.  <b>Specific activities</b> Labelling/name writing	<b>Reading</b> Daily CVC activity for both reading and writing. Building with letters and using them to support writing & reading. Includes simple digraphs.  Basic Who, what, where, when Qs for comprehension.  Independent decodable books in the environment  Learning and role-playing stories from other cultures.  Comparing to stories we already know. Good Vs bad.  <b>Writing</b> Focused strength activities for those that need it.  Daily name writing.  Correct formation focus.  Weekly modelled drawing and writing sessions. Word level.  Weekly letter formation session.  1:1 CVC labelling task weekly  <b>Specific activities</b> Christmas lists/Describing characters Label story snippets with what they see	<b>Reading</b> Daily independent reading of basic sentences. More complex sentences daily supported reading.  Comparison of fiction and nonfiction.  Understands that information can be found in non-fiction books. Looks through non-fiction books with interest.  Learning key vocabulary to support comparison. Title, blurb, photo, picture, information etc  <b>Writing</b> Daily CVC tasks involving new digraphs and revisits of old.  Daily hand strength and home activities for those that need it.  Weekly modelled writing. Sentence level. Model of finger spaces to separate words. Pupil guided spelling.  Weekly modelled drawing and letter formation session.  1:1 writing task weekly.  <b>Specific activities</b> Non-fiction facts-Polar bear booklet Labelling polar animals Captions	<b>Reading</b> Signify whole class text and begin to make simple innovations of places and character.  <b>Writing</b> Daily word building task with frames and fans to support selecting correct sounds. Picture prompts to guide word choice.  Sentence level tasks with word boxes to support all words being included in a sentence.  Recording equipment for independent sentence building  Weekly modelled writing. Sentence level. Model of finger spaces to separate words. Pupil guided spelling.  Weekly modelled drawing and letter formation session.  1:1 writing task weekly.  <b>Specific activities</b> Labelling animals Non-fiction captions/sentences Innovated story map	<b>Reading</b> Independent reading of books with multiple sentences.  Introduction of ‘why?’ inference questions. Specific inference sessions.  Sorting spring texts fiction/nonfiction  <b>Writing</b> Upper case letters used to start a sentence.  Daily first and second name.  Sentence level tasks including longer words, suffixes and compound words.  Feedback on independent sentences and independent corrections  Weekly modelled writing. Sentence level. Model of finger spaces and capital letters. Pupil guided spelling.  Weekly letter formation session.  1:1 writing task weekly.  Read the sentence and draw.  <b>Specific activities</b> Planting diary basic sentences Describing fruits/veg/flowers	<b>Reading</b> Signifying/story maps/innovate small sections  W,W,W,W,W questions.  <b>Writing</b> Secure spelling of tricky words  Secure phase 2-4 phonemes  Daily first and second name.  Sentence level tasks including longer words, suffixes and compound words.  Feedback on independent sentences and independent corrections  Weekly modelled writing. Sentence level. Model of finger spaces, capital letters and full stops. Pupil guided spelling.  <b>Specific activities</b> Multiple sentences that retell class text Sentences linked to chick hatching sequencing Describing/recount sentences for farm visit

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	All about me	Amazing Adventures	Cold places	Amazing Animals	Growing and changing	The whole wide wonderful world
Communication and language	<p>Able to sit in a circle and wait their turn to speak.</p> <p>Repeats modelled sentences.</p> <p>Begins to direct their speech at an adult.</p> <p>Interacts with peers during play responding to direct questions and play activities.</p>	<p>Passes a talking object and speaks on their turn.</p> <p>Voice is audible in a group and a basic sentence is used.</p> <p>Interaction with peers is expressive and shows their needs and wishes.</p> <p>Answers direct questions from adults and approaches them with worries or needs.</p>	<p>Knows the rules of a circle and puts their hand up to speak or waits.</p> <p>Eye contact is made and voice is directed at listeners.</p> <p>Sentence is used, only sometimes needing a model or stem.</p> <p>Peer interaction is back and forth, with pauses and responses from each.</p> <p>Adults are engaged in conversation when playing alongside.</p> <p>Questions are answered with basic responses.</p>	<p>Topics of interest result in extended conversations where conjunctions are used.</p> <p>Questions are responded to and basic questions are asked.</p> <p>Peer interaction is sustained and questions are asked and answered during the interaction.</p> <p>There are clear pauses to show listening. Answers show awareness that they have listened.</p>	<p>Pupils are given opportunities to explain by using why and how questions.</p> <p>More complex questions are being asked.</p> <p>Pupils are beginning to wonder and know how to seek answers from adults.</p> <p>Pupils are confident and will approach known adults and familiar friends.</p> <p>Pupils take account of what has been said, responding in an appropriate way.</p>	<p>Pupils are offering their own explanations for things, using increasing vocabulary.</p> <p>Questions are understood and responded to appropriately.</p> <p>They are able to share their feelings about things and show some emotional literacy.</p> <p>Taught vocabulary is used in different contexts to show mastery.</p>
Physical development	<p><b>PE – Core PE and gymnastics</b></p> <p>Practice and refine movement skills they have already acquired.</p> <p>Develop small motor skills to use tools independently and safely.</p> <p>Attempt to manage own hygiene.</p> <p>To be able to put on and take off own coat.</p>	<p><b>PE – Core PE and gymnastics</b></p> <p>Develop control when moving.</p> <p>Develop overall body strength, balance, co-ordination and agility.</p> <p>Develop core strength.</p> <p>Develop the skills to manage the school day- dressing and undressing, putting own shoes on, doing own zip on coat.</p>	<p><b>PE – Core PE and dance</b></p> <p>Develop core muscle strength and posture.</p> <p>Combine different movements with ease.</p> <p>Establish the correct pencil grip and posture for writing.</p> <p>To be able to fasten own coat.</p>	<p><b>PE – Core PE and dance</b></p> <p>Confidently use small and large apparatus.</p> <p>Talk about how I can keep healthy.</p> <p>Develop ball skills by taking part on group balls skills.</p> <p>Begin to about different ways I can be healthy and keep active.</p>	<p><b>PE – Core PE and games</b></p> <p>Develop body strength.</p> <p>Develop balance when using large equipment.</p> <p>Develop confidence and accuracy when using a ball.</p> <p>Develop coordination.</p> <p>Develop handwriting style.</p>	<p><b>PE – Core PE and games</b></p> <p>Refine different ways of moving hopping, skipping etc.</p> <p>Demonstrates overall body strength, balance, co-ordination and agility.</p> <p>Negotiates space and obstacles safely, considering themselves and others. Hold a pencil effectively, using tripod grip.</p> <p>Use a range of small tools.</p> <p>Talk about different ways I can be healthy and keep active.</p>
Personal, social, and emotional development	<p>Becoming familiar with a new classroom environment and new routines.</p> <p>Making new friends and forming positive relationships with familiar adults in school.</p> <p>Being able to explain things we enjoy, what we need and things we dislike.</p> <p>Following rules, routines and being aware of boundaries.</p>	<p><b>Making relationships , developing self-confidence and self-awareness and managing feelings and behaviours is embedded across our daily planning across the EYFS curriculum: Weekly Jigsaw PSED lessons focus on a particular theme and promote health and well-being.</b></p> <p><b>Making Relationships</b> - Encourage and provide opportunities for children to play co-operatively, take turns, and listen to each other. Through modelled play, role play activities and circle time encourage children to be sensitive to other children’s needs and feelings and form positive relationships with other children and adults in school.</p> <p><b>Developing self-confidence and self-awareness</b> - Children will be encouraged on a daily basis to engage in new activities. Speak in a familiar group, talk about ideas they have and select the resources they need to complete an activity when playing with their peers. Ask other children and adults in school for help when it is needed.</p> <p><b>Managing feelings and behaviour</b> - Become familiar with feelings and talk openly about how they and others are feeling. Talk about their behaviour and know that some behaviour is unacceptable Follow class and school rules and adjust their behaviour to different situations</p>				
PSHE theme	Being me in my world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

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Core school value	Respect	Friendship	Courage	Care	Determination	Pride
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Mathematics	1:1 Correspondence Counting to 5 Counting Rhymes and Songs Showing and making numbers using objects Language of Comparison	Number 4-7	Number 8-10 Number bonds to 5	Number bonds to 5 Addition Subtraction	Teen numbers Doubling Halving Sharing problems	Revisit learning based on assessment Word problem solving Cohort specific planning Number bonds to 10
Understanding the word <b>Science</b>	Healthy eating and living choices (dental hygiene/exercise/hand washing)	Floating and sinking – build a boat for the gingerbread man	Changing states. Melting of ice and how Arctic animals stay warm.	Sorting animals in different ways (habitat)	The basic parts of a plant.	Life cycles caterpillar to butterfly.
	Human body and basic body parts		Melting experiments.	Materials. Testing the strength of materials and their uses.	How seeds are found in a fruit and how seeds are planted.	Compare animals in polar regions and Africa
	Family photos		Sorting animals in different ways (habitat)	Building experiments to withstand the big bad wolf.  Power of the wind	Growing a bean.  Watching and observing growth (observing over time).	Explore sea creatures Discuss how we can take care of our environmrent
	The changing seasons. Key aspects of each season (weather/trees and plants). Leaf sorting (classifying). Picture of outdoor area to compare over time. Harvest time		The changing seasons. Key aspects of each season (weather/trees and plants). Ice exploration Picture of outdoor area to compare over time. Spring plants and changes		The changing seasons. Key aspects of each season (weather/trees and plants). Ice exploration Picture of outdoor area to compare over time. Explore what is growing and how to take care of the plants and minibeasts	
Understanding the word <b>History</b>	Past family experiences	Remembrance day	Before, during and after of changing water to ice/ice to water	History of Easter	Sequence of the growth of a plant	Sequence of the life cycle of a caterpillar to a butterfly
	How things change across time. Baby-adult.	Sequence stories	South pole expeditions	Learn about the life and achievements of David Attenborough	Explore art by Arcimboldo	
	Compare homes to homes of the past	Look at life of Neil Armstrong				
	Timeline of basic day activities.	Explore art by Vincent Van Gogh – A Starry Night				
Understanding the word <b>Geography</b>	Look at where we live	Explore autumn changes	North and South pole.	Farming land and how it is used to farm animals. Google Earth to show how land is used locally.	Farming land and how it is used to grow vegetables. Google Earth to show how land is used locally.	Explore Africa. Compare weather, food, housing, wildlife to our experiences in the UK.
	Explore school and where rooms are located	Explore changes in the school grounds	Penguins and polar bear linked.	London Landmarks  Know where animals come from	Explore, observe and identify UK minibeasts	Introduce the world map and how big our world is.  Different places to live.  How we move from one to another (bus, train, car, plane, boat)
	Explore school grounds	Harvest time, how this is recognised in different locations	Living in cold places.			
	At maps of school grounds		Comparison of lifestyles.  Compare to our known environments.			
Understanding the word <b>RE</b>	Know and understand that beliefs matter to people		Know and understand that people believe and live differently		Explore features of special places	
	Explore features of celebrations, festivals and special times. Know some stories from different religious and cultural backgrounds. Have an understanding of right and wrong and how to treat others/show respect.					
Understanding the world <b>Computing</b>	Know how to operate simple equipment, talking tins, class computer, and iPads. Use cameras and iPads to take photographs					
Expressive art and design <b>Music</b>	<b>Pulse</b>  <b>Celebration music</b> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	<b>Voice: Christmas</b> Learning and performing traditional Christmas songs.	<b>Exploring rhythm</b> Using voice and body percussion to make sounds.  Experimenting with rhythm, tempo and dynamic when playing instruments.  Identifying sounds in the environment.	<b>Voice: Music and movement</b> Create simple actions to songs.  Moving to the beat.  Expressing feelings and emotions through movement to music.	<b>Exploring pitch</b> Using voice and body percussion to make sounds.  Experimenting with pitch, tempo and dynamic when playing instruments.  Identifying sounds in the environment.	<b>Voice: Songs</b> Using voice to make sounds.  Sing a range of familiar songs and learn new ones
Expressive art and design <b>Art and DT</b>	<b>Art - Marvellous marks</b> Explore different drawing materials (pencils, wax crayons, chalks and felt tips) Drawing faces, self-portrait <b>DT – Making Bread</b> Baking bread Explore a range of fruit and vegetables	<b>Art - Paint my world</b> Explore painting techniques through nature, music and group work. Mixed media, making collages and transient art. Van Gogh – Starry Night <b>DT – Hanging Christmas Decoration</b> Design and make a hanging decoration Repurpose cardboard boxes	<b>Art – Threading and shapes</b> Use threading skill. Choose colours and shapes to create a pattern. <b>DT – junk modelling</b> Use a combination of joining techniques and materials.	<b>Art - Creation station</b> Explore malleable materials and natural objects. Use tools and joining techniques. Make a clay animal sculpture. <b>DT – Structures</b> Build a bridge for the goats to safely cross Build London landmarks Make kites	<b>Art - Let’s get crafty</b> Cutting, threading, joining and folding skills. Paper flowers Explore art by Arcimboldo <b>DT – Threading</b> Use a range of tools and techniques. Create a threading pattern.	<b>Art – Salt painting</b> Painting imaginative designs. Experiment with colour and texture. Describe processes. <b>DT – Designing and making a rainbow salad</b> Review healthy balanced diet. Prepare ingredients.