



	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics/Themes <i>*Topics are based on the children's interests and reviewed each half term</i>	All about me/ Getting to know you BASELINE (3 weeks)	Autumn	Celebrations	Traditional Tales	Dinosaurs	People who help us	Minibeasts
Possible texts and old favourites	Pete the Cat: Rocking in My School Shoes. Starting School Don't Eat the Teacher! Little Tiger Starts School Marvellous Me Kitchen Disco Animal Boogie The Colour Monster	Pumpkin Soup Leaf Man We're Going on a Leaf Hunt The Helpful Hedgehog Owl Babies	The Jolly Postman Diwali story Halloween stories Hanukkah story The Nativity Christmas stories Stick Man Christmas Poems/Verses Father Christmas Needs a Wee.	The Three Little Pigs Little Red Riding Hood Cinderella The Gingerbread man Jack & the Beanstalk The Three Billy Goats Gruff Goldilocks	Harry and the dinosaurs Dinosaurs love underpants Dinosaur poems Dinosaur bones Dear Dinosaur Nonfiction dinosaur fact book.	Real Superheros Emergency Courageous people People who help us Busy People Book series Non fiction information Winston is worried.	Mad about Minibeasts What the Ladybird heard The Minibeast Bop Anasi the spider The very busy Spider The Bad Tempered Ladybird Superworm
General Themes	Starting school / my new class / New Beginnings Good Choices School Rules Signs of active listening People who help us My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe Seasons / Changes in Autumn Animals / Hibernation		The Nativity At the Panto Christmas Lists Letters to Father Christmas Winter Festivals/ UtW RE focus Stories/ Poems/ Songs	Old favourites Familiar tales Library visits Traditional Tales Talk4Writing Pie-Corbett Story Elements How to retell a story	Understanding things came before humans. Dinosaur hunters Writing facts. Eggs hatching - Chick life cycle Easter Spring	Community People from the past Florence Nightingale Who helps us and how? Uniforms help us identify. Dental health week Healthy eating	Invertebrates vs. animals Habitats Summer Trip to pond dip Caring for all living things Gardening Dealing with negative emotions

Communication & Language

Listening, attention & understanding
Speaking

Daily Story Time

Weekly Talking Together Time
(Show'n Tell + Questioning Skill Development)

Focus Vocab

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Pedagogy: Throughout the year, C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett, T4W actions, EYFS productions, assemblies and weekly interventions. Reading frequently to children through Guided Reading sessions, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, help promote a language rich environment. Using the Word Aware approach helps to promote vocabulary development in all children. Children will gain meaningful encounters with words linked to topics.

School Family Rules Emotion	Seasons Change Hibernation	Festival Celebrate Bullying	Once upon a time Story Hero/Heroine Villain Event	Dinosaur Prehistoric Reptile	Emergency Human body Community Jobs	Invertebrates Environment
<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>			<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p>		<p>Use new vocabulary in different contexts</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences</p>	

**Personal, Social
& Emotional
Development**

**Self-Regulation
Managing Self
Building
Relationships**

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Pedagogy: "Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." (Education Endowment Foundation). Throughout the year, children will be encouraged to show an understanding of their own feelings and those of others through questioning, storytelling with PSED focus and interactive 'Colour Monster' display. Model how to regulate behaviour by giving the children scenarios and encouraging reflectiveness. Through assemblies and PSHCE lessons - introduce and model the school values and 6Rs: Reflectiveness, Resourcefulness, Respect, Resilience, Responsibility & Reasoning. Set and work towards simple goals as individuals and within group work. Use rewards and praise for achievements and encourage children to celebrate each other's achievements through displays and at the end of each day carpet times. Encourage children to be able to wait for what they want and control their immediate impulses when appropriate. Model correct sitting on the carpet to give focused attention to what the teacher says. Use weekly Talking Together time to encourage children to listen to each other and respond appropriately. show an ability to follow instructions involving several ideas or actions.

To become aware of the boundaries set, and of behavioural expectations in the setting.

To attend to own toileting needs To manage washing and drying hands

To understand how to transport and store equipment safely.

To build confidence using new resources and engaging in new activities.

To build relationships with peers and teachers.

To identify different emotions.

To understand how we can resolve different emotions.

To explain to others thoughts about a problem or an emotion.

Introduction to the 6 Rs: responsibility, reasoning, resilience, respect, resourcefulness, reflection.

To participate in the Christmas Show.

To celebrate differences.

To understand qualities and differences.

To understand what makes a good friend.

To identify and moderate their own feelings, socially and emotionally.

To encourage the feelings of others by giving explicit examples of how others might feel in particular scenarios.

To understand, identify and model acts of kindness.

To understand how to look after others, our planet and all creatures.

To discuss strategies for staying calm in the face of frustration.

To understand why we take turns, wait politely, tidy up after ourselves etc.

To show resilience and perseverance in the face of challenge.

To participate fully, even in things you might not enjoy as much.

To understand healthy choices, such as eating, sleeping and other choices.

To understand the difference between need and want.

To model positive behaviour and highlight exemplary behaviour of peers.

To help our friends with things they struggle with.

To take part in sports day - winning and losing.

To talk about goals and dreams.

To understand how you have changed and how far you've come!

To understand why we need to be safe and follow instructions while on a school trip.

			To understand and discuss feelings about moving to Year 1.
<p>Physical Development</p> <p>Gross Motor Skills Fine Motor Skills</p> <p>PE delivered by CITC</p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p>Pedagogy: Throughout the year, children will develop fine motor skills by threading, painting, writing, cutting, weaving, and manipulating playdough, water and wet sand in the areas of provision. Fine Motor activities will be given daily though focused activities during the guided reading hour and each ability group will access this activity at least once a week. Pencil grip will be assessed at Baseline and reviewed, correct pencil grip will be encouraged and supported by using larger pencils and left handed support pencils when needed. Writing will be assessed through the stages of writing and handwriting focus will start in the summer term with handwriting books. Handwriting scheme will be modelled by all staff and will be on displays and labels. Gross motor skills such as building core strength, ball skills, negotiating spaces, developing co-ordination and travelling in unique ways, dance skills and use of different sporting equipment will be developed with CITC during PE sessions and during Commando Joes and Forest school sessions each term. Healthy eating will be discussed when choosing lunches every morning, children will be encouraged to choose their own lunches each day. CITC will also run a healthy eating workshop in the Spring/Summer term. Children will participate in Oral Health week where they learn how to clean their teeth and why it is important. Parents will be supported with home activities each holiday to promote self awareness, independence and reflectiveness.</p>		
	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</p>
	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop the foundations of a handwriting</p>	<p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p>

	Develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes		style which is fast, accurate and efficient		
<p>Literacy</p> <p>Comprehension Word Reading Writing</p> <p>RWI Phonics</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> <p>Pedagogy: Encouraging children to show an interest in stories with daily story time and linking stories to topic and areas of interest. Carpet circle activities will encourage children to share their favourite story/rhyme. Retell stories related to events through acting/role play. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Introduce Talk4Writing to help move storytelling into mark making and writing. Children will follow RWI in phonics and guided reading. During guided reading hour, children will have a variety of opportunities to access phonics activities as well as physical development activities for writing. Handwriting will start in summer term. Questioning will be used to discuss 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. Library visits will help children to access different books available for children to share at school and at home. World Book Day and stories from other cultures and traditions encourage children to enjoy a range of books. Areas of provision encourage children to develop their own narratives and lots of opportunities to mark make around the classroom.</p>				
	<p>Literacy hour to start after BASELINE</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Form lower-case and capital letters correctly.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	
	<p>Practice Letters & Sounds</p>	<p>Set 1 Speed sounds. m a s d t i n p g o c k u b f e</p>	<p>Set 1 Speed sounds cont. sh th ch qu ng nk ck</p>	<p>Set 1 practice + Set 2 Speed sounds. ay ee igh ow oo</p>	<p>Set 2 Speed sounds practice. Set 3 Digraphs ea oi ur er ow ai</p>

	Phase 1	l h r j v y w z x		oo ar or air ir ou oy	oa ew	digraphs are ire ear ure a-e i-e o-e u-e	
<p>Mathematics</p> <p>Number Measure, Shape & Spatial Thinking</p> <p>White Rose Maths Scheme</p> <p>The Five Principles of Counting</p> <p>1. Stable Order 2. 1:1 Correspondence 3. Cardinality 4. Order Irrelevance 5. Abstraction</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p> <p>Pedagogy: Number lines and tens grids will be dotted around the classroom and used daily to help children subitise and observe patterns in numbers and counting. Staff will be aware of the 5 principles of counting for observations and next steps. Children will spend 2 weeks looking at a single number to develop a strong number sense and understanding of composition. Whole school approach with the White Rose Maths Scheme. Maths language will be encouraged in all areas of provision with a special focus on measuring e.g. length, capacity etc. Children will be exposed to number story telling and encouraged to use this when starting to add/subtract. A variety of stories and nonfiction books will help children learn mathematical principals. Interactive number focus display for children to investigate independently.</p>						
	Numeracy hour to start after BASELINE	Match & Sort Compare Amounts	Numbers to 5 (Representing, Comparing & Composition) One more/ One less	Introducing 0 Recap & Compare numbers to 5 Numbers 6,7,8,9	Combining 2 amounts Making Pairs Counting & comparing numbers to 10 Bonds to 10	Building Numbers Beyond 10 Counting Patterns Beyond 10 Adding More & Taking Away	Doubling, Sharing & Grouping Even & Odd Deep Dive Understanding Patterns and Relationships.
		Compare Size, Mass & Capacity Exploring Pattern	Shapes Positional Language	Compare Mass Compare Capacity Length & Height	3D shapes Spatial Awareness Patterns	Spatial Reasoning Match, Rotate & Manipulate Compose & Decompose	Spatial Reasoning Mastery Visualise & Build Mapping
	Count objects, actions and sounds. Subitise.		Compare length, weight and capacity.		Count beyond ten.		

		<p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Continue, copy and create repeating patterns</p> <p>Explore the composition of numbers to 10</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10</p>	<p>Compare numbers</p> <p>Explore the composition of numbers to 10</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p>
<p><u>Understanding the world</u></p> <p>Past & Present People, Culture & Communities The Natural Worlds</p> <p>RE Curriculum</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> <p>Pedagogy: Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have the opportunity to develop their emerging moral and cultural awareness. Children attend Forest School throughout the year and will be encouraged to observe changes in seasons and investigate minibeasts in the outdoor provision. Children will share places they have visited in 'Talking Together Time' and use role play to show understanding of familiar situations.</p>			
<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>		<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Draw information from a simple map</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand that some places are special to members of their community</p>	

Religious Education	To start after BASELINE	<i>Which stories are special and why?</i>	<i>Which people are special and why?</i>	<i>Which places are special and why?</i>	<i>What times are special and why?</i>	<i>Where do we belong?</i>	<i>What is special about our world?</i>
Expressive Arts & Design Creating with Materials Being Imaginative & Expressive Charanga Music Scheme	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Pedagogy: Our music curriculum is designed to help children to Listen and Respond to a variety of sounds and music, Explore and Create - initially using voices only but building to using classroom instruments too. Sing nursery rhymes and action songs, later building to singing and playing and to build confidence in sharing and performing. Children will investigate 2 artists throughout the year; Kandinsky & Mondrian, investigating and trying to recreate their techniques. Children will have access own provisions to create different styles of multimedia art and will be able to display work on art working wall. For festivals and holidays, children will design and create gifts and cards - as well as pieces for school displays. In PE, children will learn about dance and moving to music, particularly how dance can help to story tell.</p>						
	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.		Create collaboratively, sharing ideas, resources and skills Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines in their pretend play		Return to and build on their previous learning, refining ideas and developing their ability to represent them Sing in a group or on their own, increasingly matching the pitch and following the melody.		
	To start after BASELINE	Me! - Explore: growing, homes, colour, toys, how I look	My Stories - Explore: using your imagination, Christmas, Festivals, Fairies, Elfs, Let's pretend, Once upon a time.	Everyone! - Explore: family, friends, people and music from around the world	Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space	Big Bear Funk - A Transition Unit. Listen and Appraise Musical Activities. Perform and Share.	Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.
Enrichment/ Special Activities	Owl Visit Remembrance Day Parent Assembly Birthdays Penny Wars Favourite Songs			Countries of Europe Celebration Day Chinese New Year Lent Easter Activities Winter/ Spring Changes Valentine's Day		EYFS School Trip Sports Day Healthy Eating Ramadan/Eid World Environment Day Holidays	

	Anti-Bullying Week Autumn Changes Diwali Halloween Bonfire Night Hanukkah Christmas Week Nativity Play	Mother's Day	Summer changes Father's Day
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