

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me	Celebrate With Me	Farmyard Fun	How Does Your Garden Grow?	Oh I do like to be beside the Seaside	Superheroes (People Who Help Us and Journeys)
Phonics	RWI: - Learn routines, hand signals. - Set 1 sounds. - Fred Talk (oral blending). - Blending green words (CVC). - Letter formation. - Initial sounds and segmenting CVC words.		RWI: - Introduce Set 2 sounds. - Applying phonics to reading and writing. - Reading red words. - Ditty sheets and red books. - Segmenting words containing taught sounds. - Spelling of red words.		RWI: - Read all Set 1 and Set 2 sounds with speed and fluency. - Reading red words with increased speed and fluency. - Green and purple books. - Segmenting words containing taught sounds. - Accurate spelling of red words.	
Reading	- Introduction of reading scheme (RWI) – sound blending books and books for pleasure (sharing with parents). - Reading of name card/own name. - Handling books correctly (turning pages, holding books correct way up, identifying pictures and text) - Introduce partner reading, pointing carefully at each word (RWI). - Reading individual letters and matching with initial sound pictures eg. matching ‘c’ with a picture of a cat.		- Reading scheme – ditty sheets and red books, books for pleasure. - Reading and recognising red words. - Reading green words with increased fluency and pace (Fred in your Head). - Enjoying a wide range of texts (continuous provision). - Use of story language. - Reading captions to match pictures. - Answering comprehension questions.		- Reading scheme – green and purple books, books for pleasure. - Reading back own sentences to check they make sense. - Reading with improved fluency and a steady pace. - Reading with expression. - Confident Fred in your Head, reading in your head. - Answering comprehension questions confidently and making inferences from the text.	
Books	- I Like Myself - All About Families - In Every House on Every Street	- Room on the Broom (Halloween) - Rama and Sita (Diwali)	- Farmyard Hullabaloo - Farmer Duck - Rosie’s Walk - The Little Red Hen	- Oliver’s Vegetables - How a Seed Grows - Exploring Plants - How to grow a Sunflower	- Commotion in the Ocean - Sharing a Shell - The Train Ride - Seaside Poems	- Busy People: Doctor - Keeping You Safe - Topsy and Tim Meet the Firefighters - Comic books



	<ul style="list-style-type: none"> - The Colour Monster - The Colour Monster Goes to School - Elmer - The same, but different too! - I really want to shout! - The Way I Feel - Look, Listen, Touch, Taste and Smell by Pamela Hill Nettleton - I don't want to wash my hands! - Kipper's Birthday - Blue Balloon 	<ul style="list-style-type: none"> - The Scarecrow's Wedding (weddings) - Latke, the Lucky Dog (Hannukah) - The Polar Express (Christmas) - The Nativity Story 		<ul style="list-style-type: none"> - The Tiny Seed 	<ul style="list-style-type: none"> - Pirates Love Underpants - What a Waste 	<ul style="list-style-type: none"> - Supertato - Superworm - There's a Superhero in your Book
<p>Writing</p>	<ul style="list-style-type: none"> - Form lower case and capital letters correctly - Spell words by identifying the sounds and writing the corresponding letters (segmenting) – taught sounds. - Use core muscle strength to achieve good posture when sitting at a table or sitting on the floor - Develop small motor skills so that they can use a range of tools for drawing, writing and painting - Develop the foundations of a handwriting style which is fast, accurate and efficient 					
<ul style="list-style-type: none"> - Mark-making patterns/emergent writing. - Establish a dominant hand and an effective pencil grip. - Letter formation of set 1 sounds; forming letters correctly using RWI writing rhymes. 	<ul style="list-style-type: none"> - Writing own name accurately. - Correct letter formation when writing Set 1 sounds, writing letters from memory (not copying, without rhyme as prompt). - Writing from left to right. 	<ul style="list-style-type: none"> - Correct letter formation of all taught sounds. - Spelling of red words. - Plausible segmenting of words containing taught sounds. Accurate spelling of green words/CVC words. 	<ul style="list-style-type: none"> - Segmenting and spelling longer words. - Matching lower case letters to their capital letters. - Writing simple captions to match pictures. - Writing simple captions and sentences – hold a sentence. - Accurate spelling of some red words. 	<ul style="list-style-type: none"> - Hold a sentence and refine this. - Re-read writing to check it makes sense, fixing errors. - Verbalise own sentences before writing. - Beginning to use capital letters, finger spaces and full stops. 	<ul style="list-style-type: none"> - Verbalise and write own sentences. - Writing longer sentences eg. joining to ideas together. - Plausible spelling of longer words. - Accurate spelling of several red words. - Plausible attempts at spelling words containing taught sounds. 	

	<ul style="list-style-type: none"> - Writing own name. 	<ul style="list-style-type: none"> - Identifying and writing initial sounds. - Beginning to segment VC and CVC words. - Independent writing opportunities in continuous provision (initial sounds, some accurate segmenting of CVC words) 		<ul style="list-style-type: none"> - Independent writing opportunities as a way of communicating. - Modelling of capital letters, finger spaces and full stops. - Fixing teacher's sentence – CL, FSp, FSt, spelling. 	<ul style="list-style-type: none"> - Write sentences that include a range of red words. - Accurate spelling of several red words. - Plausible segmenting of words containing taught sounds. - Increased independent writing opportunities as a way of communicating and recording. 	<ul style="list-style-type: none"> - Re-reading own sentences, identifying and correcting errors. - Include a wider range of adjectives in own sentences. - Consistently using capital letters, finger spaces and full stops.
<p>Communication and Language (oracy, comprehension)</p>	<ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important - Use new vocabulary throughout the day - Engage in Storytimes - Ask questions to find out more and to check they understand what has been said to them 					
	<ul style="list-style-type: none"> - Answering register, social greetings. - Expressing basic needs (toilet, lunch choices). - Naming foods, learning names of equipment/tools commonly used around the environment. - Learning children's and teachers' names 	<ul style="list-style-type: none"> - Introducing talk partners and effective way to talk (looking, listening, turn taking, appropriate volume of speech). - Projecting voice to an audience. - Talking to a group eg. sharing class creature's trip home. - Connect one idea to another using a range of connectives. 	<ul style="list-style-type: none"> - Verbalise choices, thoughts and feelings in full sentences. - Start to be more spontaneous in sharing thoughts and feelings. - Developing confidence when speaking as part of a group and when talking to less familiar people. – Starting to talk more 	<ul style="list-style-type: none"> - Starting to answer questions more effectively. - Effective use of talk partners. - Confident participation in group discussions/singing etc. - Engage more actively in story time. - Starting to ask more questions. - Engage in non-fiction books. - Listen to and talk about selected non- 	<ul style="list-style-type: none"> - Starting to articulate thoughts, ideas and explanations in full sentences. - Asking more questions and answering questions confidently. - Speaking in a way that is appropriate to the situation/audience (volume). 	<ul style="list-style-type: none"> - Articulate thoughts, ideas and explanations in well-formed sentences. - Use talk to help work out problems and organise thinking and activities; explain how things work and why they might happen - Speaking in the correct tense. - Asking questions as a way of finding out more, learning new

	<ul style="list-style-type: none"> - Listen carefully to rhymes and songs, paying attention to how they sound. - Good sitting, good looking, good listening. 	<ul style="list-style-type: none"> - Describe some events in detail. - Copy modelled sentences eg. "please can I have ____". 	<ul style="list-style-type: none"> confidently about learning. - Use new vocabulary in different contexts. - Listen to and talk about stories to build familiarity and understanding. - Retell stories, some using exact repetition and some in own words. 	<ul style="list-style-type: none"> fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> - Sharing my learning with others. 	<ul style="list-style-type: none"> information. Asking a range of questions eg. what, why, how.
Maths	<ul style="list-style-type: none"> - Home visits (week 1) - Getting to know you (weeks 2 & 3) - Match, sort and compare (weeks 4 & 5) - Talk about measure and patterns (weeks 6 & 7) - It's Me 1, 2, 3 (weeks 8) 	<ul style="list-style-type: none"> - It's Me 1, 2, 3 (week 1) - Circles and Triangles, positional language (week 2) - 1, 2, 3, 4, 5 (weeks 3 and 4) - Shapes with 4 sides (Week 5) - Alive in 5 (Weeks 6 & 7) 	<ul style="list-style-type: none"> - Mass and Capacity (week 1) - Growing 6, 7, 8 (weeks 2 & 3) - Length, height and time (weeks 4 & 5) 	<ul style="list-style-type: none"> - Building 9 and 10 (weeks 1, 2 & 3) - Explore 3D shapes (weeks 4 & 5) 	<ul style="list-style-type: none"> - To 20 and beyond (weeks 1 & 2) - How many now? (Week 3) - Manipulate, compose and decompose (weeks 4 & 5) - Sharing and grouping (weeks 6 & 7) 	<ul style="list-style-type: none"> - Visualise, build and map (weeks 1, 2 and 3) - Make connections (week 4) - Consolidation (weeks 5, 6 & 7)
Understanding of the World: History	<ul style="list-style-type: none"> - Comparison language to compare families (old and young). - Comparing homes from the past and present, old/new homes. - Our birthday (I was 3, now I'm 	<ul style="list-style-type: none"> - Nativity story to compare past and present (donkey vs car, clothing) - Comparing celebrations in the past and present – how did you celebrate Christmas/Halloween last year (if you did)? 	<ul style="list-style-type: none"> - Timelines of farmyards and machinery, using comparison language to talk about old and new technology on the farmyard. - Animals and their young (young and old). 	<ul style="list-style-type: none"> - Life cycles to discuss how things change over time (plants, humans, chickens, caterpillars/butterflies). 	<ul style="list-style-type: none"> - Comparison of seaside in the past and present. - Comparison of holidays and the past and present – Grandparents may have gone to beaches in England, you may go to a beach abroad. 	<ul style="list-style-type: none"> - People who can help me – past vs present (nursery key worker vs teacher). - Emergency services past and present, compare vehicles, uniform, equipment used.

	four, then I will be 5)	What did you dress up as, eat, do, ask for?			Comment on images of familiar situations in the past eg. family members at the beach in the past.	- Florence Nightingale – nurses from the past and present.
Understanding of the World: Geography	<ul style="list-style-type: none"> - Learning school/class names and daily routines; developing a sense of belonging in the school environment. - Creating simple maps to represent my environment (home, school). - Learn own address. - Compare different homes using comparison language. 	<ul style="list-style-type: none"> - Autumn walk to explore local environment, creating a senses map to show findings. - Nativity – discussion about Bethlehem and how this compared to Nuneaton. 	<ul style="list-style-type: none"> - Explore map of the farm prior to trip so children know what to expect. Use positional language, directional language – navigate map using Beebots. - Senses map to show farm experience; what did you see/smell/touch etc.? - Discussion about farms around the world and comparing this with a UK farm. - Comparing habitats around the world, comparing with our own home. 	<ul style="list-style-type: none"> - Comparing minibeast habitats/homes with our own homes. - Spring walk to explore local environment, creating a senses map to show findings. 	<ul style="list-style-type: none"> - Class creature visits the seaside – comparing seaside towns with Nuneaton. - Creating maps to represent different environments (seaside, countryside, town – The Train Ride) - Summer walk to explore local environment, creating a senses map to show findings. 	<ul style="list-style-type: none"> - Writing own address (people who help us – emergency services), discussing the importance of knowing own address for safety and how we can find our way home (using simple maps). - Consolidating previously-taught mapping skills to represent a journey we would like to go on (journey to Y1 – transition). - Mapping a superhero adventure (story maps, mapping where a superhero might go).
Understanding of the World: Science	<ul style="list-style-type: none"> - Learning the names of facial features and body parts. - Exploring classroom and outdoor area/new school environment using five senses. 	<ul style="list-style-type: none"> - Exploring the environment with my 5 senses; Autumn walk using senses to observe seasonal changes. 	<ul style="list-style-type: none"> - Features of different animals and why they live in certain habitats. - Names of animals and their babies, matching mothers with their young (farmyard animals). 	<ul style="list-style-type: none"> - Considering what plants/animals/humans need to grow and stay healthy. - Exploring and comparing life cycles. - Science experiment to show the best conditions for a seed to grow (making 	<ul style="list-style-type: none"> - Science experiment for floating, sinking, bending and snapping (pirate ship) – making predictions, questioning, proving. 	<ul style="list-style-type: none"> - Experiment to find best material for making a cape – strong, waterproof (predictions, questioning, proving). - Science experiment to free Supertato from the block of ice – freezing and melting.



	<ul style="list-style-type: none"> - Hygiene heroes experiments – washing hands with glitter germs & oil. 			<p>predictions, questioning, proving).</p> <ul style="list-style-type: none"> - Exploring the environment with my 5 senses; Spring walk using senses to observe seasonal changes. 	<ul style="list-style-type: none"> - Features of under the sea creatures and comparing sea creatures. - Exploring the environment with my 5 senses; Summer walk using senses to observe seasonal changes. 	
<p>Understanding of the World: Religious Education</p>	<ul style="list-style-type: none"> - Who celebrates their birthday and how, comparing the ways people celebrate this (if they do – Jehovah’s Witness). 	<ul style="list-style-type: none"> - Different celebrations (Halloween, bonfire night, Diwali, Hannukah, weddings, Christmas) – who celebrates them, how, comparisons of celebrations - Nativity story – what does this story represent? Who believes this? Teaching respect and tolerance of different beliefs. - Understand that some places are special to members of their community (religious buildings). 	<ul style="list-style-type: none"> - New beginnings; young and old animals. - Consider life in this country and life in other countries (different types of farms, differences in appearance of animals, farm workers) – respecting differences. 	<ul style="list-style-type: none"> - Life cycles and new beginnings. - Easter. 	<ul style="list-style-type: none"> - Consider life in this country and life in other countries – comparing beaches around the world (UK beaches and beaches they may have been to when on holiday abroad). Considering differences in culture, people, food etc. – respecting differences. 	<ul style="list-style-type: none"> - Comparing and respecting different occupations. - Considering people who are important to them and people who are important to others – respecting differences eg. some children may not have the same relationship with family members etc. - Considering religious figures as people who help us, religious places/buildings as safe spaces for people – respecting differences.
<p>PSED</p>	<ul style="list-style-type: none"> - Jigsaw scheme. - NSPCC Pants. - Transition; learning which adults keep me safe at school and at home, - Recognising own feelings and how I can manage these. 		<ul style="list-style-type: none"> - Jigsaw scheme. - Talking more about feelings and preferences. - Identifying triggers for certain feelings. - Independent sharing and turn-taking. - Developing self-regulation skills 	<ul style="list-style-type: none"> - Jigsaw scheme. - Confident to take on new challenges. - Problem solving within a team or group. - Taking the lead in play/learning - Setting own rules and boundaries - Secure self-regulation 		

	<ul style="list-style-type: none"> - Beginning to self-regulate (routines, boundaries, expressing immediate needs eg. toilet). - Hygiene (self-care skills). - Sharing news about class creature's trip home. - Sharing and turn-taking. - Making friends. - Listening to each other to form good relationships with peers and adults. - Confident to talk to others when playing. - Show confidence when asking for help. 	<ul style="list-style-type: none"> - Leading own learning in continuous provision, making choices and trying new things. - Demonstrating resilience/perseverance, problem solving individually. - Likes and dislikes – being more confident to talk about these, respecting those of others. - Initiates conversations, taking account of what other people say. - Taking steps to resolve conflicts. - Describing self in positive terms. - Beginning to manage own feelings. 	<ul style="list-style-type: none"> - Knowing who is a safer/trusted adult and who can help me. - Knowing how to ask for help. - Being sensitive to needs and feelings of others. - Reflecting positively on progress made in Reception, acknowledging current challenges and what we would like to improve on/learn. - Talk about their own and others behaviours, the consequences of this. - Choose appropriate resources for activities. - Transition to Y1. 			
<p>Expressive Arts and Design: Art</p>	<ul style="list-style-type: none"> - Return to and build upon their previous learning, refining their ideas and developing their ability to represent them - Explore, use and refine a variety of artistic effects to express their ideas and feelings - Create collaboratively, sharing ideas, resources and skills - Listen attentively, move to and talk about music - Watch and talk about dance and performance art, expressing their feelings and responses - Sing in a group or on their own, increasingly matching the pitch and following the melody - Explore and engage in music making and dance, performing solo or in groups 					
	<ul style="list-style-type: none"> - Self-portraits – representing facial features, size and positioning of facial features. - Picasso – facial features. - Choosing colours for a purpose, naming, recognising and matching colours. - Colour-mixing, using colours to 	<ul style="list-style-type: none"> - Moulding and shaping clay; making Diva lamps. - Design and make a Christmas card, printing. - Monet: Poppy Fields. - Using a range of tools and techniques to represent fireworks, celebration decorations and objects. 	<ul style="list-style-type: none"> - Choosing materials, tools and techniques for a purpose. - Creating representations of real life objects eg. farm animals. 	<ul style="list-style-type: none"> - Observational drawings (adding more detail) – minibests, sunflowers. - Vincent Van Gogh and Georgia O'Keefe (sunflowers). 	<ul style="list-style-type: none"> - Observational drawings/more detailed representations. - Learn and perform a seaside poem. - Choosing materials, tools and techniques for a purpose. 	<ul style="list-style-type: none"> - Create artwork to represent superheroes and new teacher. - Junk modelling emergency services vehicles and superhero transport.

	<ul style="list-style-type: none"> represent feelings and ideas. - Represent feelings through art and music. - Explore a range of tools and techniques to represent our home, to make birthday decorations. 	<ul style="list-style-type: none"> - Performance – Nativity. Singing and projecting voice, moving to music. 				
Expressive Arts and Design: DT	<ul style="list-style-type: none"> - Develop own ideas and decide which materials they want to use to express them. - Construction – designing, building, improving model of own homes. 	<ul style="list-style-type: none"> - Designing, building and improving models of religious places. - Start to use different techniques for joining materials together. 	<ul style="list-style-type: none"> - Baking bread. 	<ul style="list-style-type: none"> - Printing with vegetables. - Making healthy food (Seed to Supper). - Using knives to safely chop food (with adult support and supervision). 	<ul style="list-style-type: none"> - Designing, creating, evaluating junk model pirate ships. 	<ul style="list-style-type: none"> - Use different techniques for joining materials together – junk modelling. Making vehicles that move eg. wheels. - Designing, creating, evaluating traps for Evil Pea. - Designing, creating, evaluating superhero vehicles.
Music	<ul style="list-style-type: none"> - Exploring the sounds in our environment. - Exploring how sounds can be changed. - Using music to represent feelings and emotions. - Moving to music. - Nativity songs. 		<ul style="list-style-type: none"> - Create and perform a music map to represent farmyard experience. - Use voice and appropriate instruments/resources to represent animal noises. 		<ul style="list-style-type: none"> - Create and perform a music map to represent a journey. - Use voice and appropriate instruments to represent seaside noises. 	
Nursery Rhymes	<ul style="list-style-type: none"> - I can sing a rainbow - Heads, shoulders, knees and toes 	<ul style="list-style-type: none"> - Twinkle twinkle little star - Nativity songs - Ten little numbers - 0 Superhero 	<ul style="list-style-type: none"> - The farmers in his den - Old McDonald - Little Boy Blue - Mary had a little lamb 	<ul style="list-style-type: none"> - Mary, Mary, quite contrary - Rain rain go away - I hear thunder, I hear thunder - Incy, wincy spider 	<ul style="list-style-type: none"> - Row, row, row your boat - Oh I do like to be beside the seaside - Once I caught a fish alive 	<ul style="list-style-type: none"> - The wheels on the bus - Down at the station - Stop! Says the red light - Five little firemen

	<ul style="list-style-type: none"> - If you're happy and you know it - Wind the bobbin up - Five little speckled frogs - Five little monkeys - Five little ducks - Once I caught a fish alive - Polly put the kettle on - Old mother Hubbard 		<ul style="list-style-type: none"> - One, two, buckle my shoe - B-I-N-G-O - Hey Diddle Diddle - Hickory Dickory Dock 	<ul style="list-style-type: none"> - This old man - Ladybug, ladybug - The ants were marching - Here we go round the Mulberry Bush - Ring a ring O'Roses 	<ul style="list-style-type: none"> - A sailor went to sea sea sea - Animals in the ocean (To the tune of wheels on the bus) - 	<ul style="list-style-type: none"> - Five little men in a flying saucer - This is the way to cross the road - Traffic lights
<p>Physical Development: Fine Motor and Gross Motor</p>	<ul style="list-style-type: none"> - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions - Develop their small motor skills so that they can use a range of tools competently, safely and confidently - Use their core muscle to achieve a good posture when sitting at a table or sitting on the floor - Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group 					
<ul style="list-style-type: none"> - Fastening zips, buttons, velcro. - Using cutlery to eat. - Developing effective pencil grip, pinching, feathering (making snips in paper). - Exploring the concept of a space, finding a space and returning to this. - Understanding stop and go. - Developing an awareness of how exercise affects our bodies. - Manoeuvring safely around a space (avoiding obstacles). - Using tools for digging, cutting and slicing. - Using tools safely. 		<ul style="list-style-type: none"> - Secure pencil grip (pincer grip). - Established dominant hand. - Correct letter formation. - Cutting around a shape. - Rolling, moulding, shaping, twisting, pulling. - Balance and coordination. - More controlled movements. - Use of equipment and apparatus. - Know and talk about different factors that support their overall health and wellbeing: healthy eating / tooth-brushing. - Carrying and lifting. 		<ul style="list-style-type: none"> - Forming letter, most of which are correctly formed. - Writing letters of a consistent size. - Sitting letters on a line. - Cutting along a line. - Joining a sequence of movements. - Giving and receiving feedback about my performances. - Generating ideas for different modes of travel. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball - Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming 		

	<ul style="list-style-type: none"> - Explore different ways of moving (jumping, hopping, skipping, slithering, rolling). - Managing hygiene. - Moving to music. 				<ul style="list-style-type: none"> - Know and talk about different factors that support their overall health and wellbeing: regular physical activity / sensible amounts of screen time / having a good sleep / being a safe pedestrian - Team games and athletics 	
<p>Special Events</p>	<ul style="list-style-type: none"> - Plan and throw class creature birthday party. - Parent share - Phonics workshop. - Black History Week (wb 23rd October) 	<ul style="list-style-type: none"> - Autumn walk. - Halloween Disco. - Remembrance Day (Friday 10th November) - Pretend wedding. - Nativity performance. - Polar Express day. - Christmas dinner - Anti-bullying week (13th November) - Children in Need (17th November) - Parent share 	<ul style="list-style-type: none"> - Trip to the farm. - Parents reading workshop. - Mental Health Week (wb 5th February) - Safer Internet Day (6th February) - Parent share 	<ul style="list-style-type: none"> - Spring walk. - Living eggs. - Seed to Supper - Parents maths workshop. - World Book Day (7th March) - Mother's Day (10th March) - Red Nose Day (15th March) - British Science Week - Parent share 	<ul style="list-style-type: none"> - Beach day - Summer walk - Autism Month (wb 15th April) - Earth Day (22nd April) - Parent Share 	<ul style="list-style-type: none"> - Emergency services visitors. - Father's Day (16th June) - Transition day - Parent share - Sports day.