



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Who am I? I wonder how things work? I wonder how it looks/tastes/smells I wonder who works there? I wonder what's out there? I wonder how many?		Once upon a time..... I wonder how it looks/tastes/smells I wonder how it is made? I wonder what happens if (mixing colours/experiments/growing)		What adventure shall we have today? I wonder who it is? I wonder how many? I wonder who/what lives there? I wonder where we will go?	
Visits/ Visitors	Church/harvest/ Reverend/Posada/Village walk Soup share Phonics stay and play Discovery cafe		Pizza/bakery Guest parent cook Reading stay and play Governor visit Easter Church/ Bonnet May Day Discovery cafe		Dinosaur Park Transition Zoo/farm visit Tea Party – Queen/British Maths stay and play Carnival /Steam Rally (Norman/Weeting) Discovery cafe	
Assessment	Baseline Wellcomm Baseline Internal moderation – Wellcomm baseline (Oct 21), EYFS (December 21)		Wellcomm midpoint progress Internal moderation (April 22)		Wellcomm final assessment EYFSP Internal moderation (June 22)	
Core books	Nursery and counting rhymes Super Duper You Pumpkin Soup On the Way Home Tale of Jack Frost How to Catch a Star? Big Book of Families Pumpkin Soup Pete the Cat Brown Bear Brown Bear Whatever Next Why should I brush my teeth? Our bodies/growing up Maisie's birthday Kipper's birthday Charlie and Lola starts school The Colour Monster The Gruffalo The Tiger Who Came to Tea Owl Babies		Supertato Recipe Books – Nadiya's Cook Book Wolf Won't Bite Three Little Pigs/Wolf and the pigs Mr Wolf's Pancakes Jack and the beanstalk/incredibly meanstalk Little Red Riding Hood Jaspers Beanstalk Tiny Seed The Jolly Postman The Extraordinary Gardener The Gingerbread Man Rosie's Walk The Little Red Hen What the Ladybird Heard		Peppa Goes to London London That Rabbit belongs to Emily Brown Atlas Dinosaur Roar Harry and the Bucketful of Dinosaurs The Naughty Bus Mr Gumpy The Train Ride Oi Get Off Our Train Walking Through the Jungle The World Around Us Do You Love Bugs? Dorling Kindersley – My Encyclopedia of Very Important Animals Tad The Very Hungry Caterpillar Growing Frogs	
Maths books	Where's my Teddy? The Bear in the Cave Peace at Last		The Perfect Fit Pete the Cat and his 4 groovy buttons Witches Four		Fair Shares How much does that ladybird weigh? Jack the Builder	



Seaweed Soup Clean Up Everybody Beep, Beep, Vroom, Vroom The Button Box The Duck in the Truck Dear Zoo Mr Big Crash, Boom A New House for Mouse The Right Place for Albert 1,2,3 at the Zoo I'm Number 1 One Bear at Bedtime The Little Bear and the Wish Fish Pink Tiara Cookies for Three Number Farm Circle/Triangle 3 Little Firefighters Round is the moon cake Each Peach Pear Plum Me on a map Mrs Wishy Washy	Kipper's Birthday 5 Little Fiends Stella to Earth! Square Bear in a Square Fox in the Dark Kipper's Monster Day Monkey, Night Monkey Funny bones None the Number Zero is the leaves on the tree A Squash and a Squeeze Room on the Broom I Spy Numbers Who Sank the Boat? Balancing Act A Beach for Albert Anono's Counting Book The Ugly Five The Blue Balloon Six Dinner Sid Kipper's Toybox Sidney the Silly only eats Six Simon Sock Pairs in the Garden The Giraffe who got the knot Titch Tall Jim and the Beanstalk Mr Wolf's Week How do Dinosaurs Count to 10 1 Gorilla Mouse Count 9 Naughty Kittens Feast for 10 Cockatoos Mr Magnolia 10 black dots The Napping House Engines, Engines Mouse shapes Changes, Changes Pattern Bugs Pattern Fish Busy, Busy, Busy	One Mouse, 20 Mice One to 10 and back again A Dozen Duckings lost and found Which is round? Which is bigger? One is a snail, 10 is a crab 1 is one The Real Princess 10 on a train 20 big trucks in the middle of the street Snail Trail Which one doesn't belong? Mouse Count Mr Gumpy's outing Rosie's Zoo One Ted Falls out of Bed Quack and Count My Granny went to Market The Shopping Basket Monster Math Grandpa's Quilt Jack and the Flum Flum Tree Pezzettino This is the story of Alison Hubble Two of Everything Double Dave Double the Ducks The Doorbell Rung The Gingerbread Man Bean Thirteen One Hungry Cat Ness the nurse One Odd Day Pete the Cat The Missing Cupcakes Underwater Counting What the Ladybird Heard Rosie's Walk Mr Gumpy's motorcar Mr Gumpy's Outing Billy's Bucket Mr Archimede's Bath Who Sank the Boat How Many Legs Pattern Bugs and Pattern Fish The Secret Path Me on the Map
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					Little Red Riding Hood If I Built a House Once Upon a Time Map Book In Every House in Every Street	
RE books	The Nativity A Wet and Windy Harvest for Puddles The Precious Pearl Jesus Feeds a Crowd Jesus' Christmas Party The Nativity Play The Baby Born at Christmas	The Snail and the Whale The Easter Story The Huge Bag of Worries The Worryasaurus The Good Samaritan The Easter Bible Storybook The Three Billy Goats Gruff			The Ten Silver Coins Our Wonderful World Puddles and the St Francis Service	
Key vocabulary	Object: parents, home, family, celebration, hygiene Describing: worried, happy, regulate, delicious, wonderful Action: build, celebrate, explore, examine, discover	Object: root, flower, experiment, palette, engineer Describing: tasty, sweet, shade, tall, wide Action: plant, mix, construct, design, predict			Object: minibeast, dinosaur, London, vehicle, adventure Describing: gigantic, tiny, camouflage, old, distance Action: drive, fly, roar, travel, discover	
Personal, Social and Emotional Development						
RE	Why is the word "God" so important to Christians? Creation 1 Including an encounter with "A Muslim whispering Allah in a baby's ear".	Why do Christians perform nativity plays at Christmas? Incarnation 1 Including an encounter with "A Muslim story: Muhammad and the Ants".	How can we help others when they need it? Salvation 2 Including an encounter with "A Sikh story: Har Gobind and the 52 Princes".	Why do Christians put a cross in an Easter garden? Salvation 1 Including an encounter with "A Buddhist story: The Monkey King".	What makes every single person unique and precious? Incarnation 2 Including an encounter with "Hindus celebrating at Raksha Bandhan"	How can we care for our wonderful world? Creation 2 Including an encounter with "Tu be Shevat: the Jewish Birthday of Trees".
Building Relationships	See themselves as a valuable individual. Build constructive and respectful relationships.	See themselves as a valuable individual. Build constructive and respectful relationships.	See themselves as a valuable individual. Build constructive and respectful relationships.	Works and play co-operatively and take turns with others. Forms positive attachments to adults and friendships with peers. Shows sensitivity to their own and to others' needs.		
Managing Self	Express their feelings and consider the feelings of others. Managing their own needs.	Express their feelings and consider the feelings of others. Managing their own needs.	Express their feelings and consider the feelings of others. Managing their own needs.	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.	
Self Regulation	Identify and moderate their own feelings socially and emotionally.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.		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. Give focused attention to what the adult says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	
PSHE	NSPCC Pants Week School Rules School Council Black History Month SEAL: New Beginnings	Anti-Bullying Week– Choose Respect Bonfire Night Road Safety week SEAL: Getting On and Falling Out	Safer Internet Day – Feb Holocaust memorial Day Martin Luther Day SEAL: Going for Goals	NSPCC Speak out, Stay Safe Red Nose Day SEAL: Good to be Me	Disability Awareness Day Jeans for Genes Day	Refugee Week World Environment Day International Week
	Beginning and Belonging MMR 1 BBF	Family and Friends (incl. anti-bullying) MMR 2 My Emotions MMR3	Healthy Lifestyles HSL 3 HLF	My Body and Growing Up HSL 1 BGF	Keeping Safe (incl Drug Education) HSL 2 KSF	Me and My World Cit 2 MWF Identities and Diversity Cit1 1DF
Communication and Language						
Listening, Attention and Understanding	Understand how to listen carefully and why listening is important. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.		Understand how to listen carefully and why listening is important. Connect one idea or action to another using a range of connectives. Listen to and talk about stories to build familiarity and understanding. Engage in story times. Engage in non fiction books. Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary.		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 adults and peers.	
Speaking	Learn new vocabulary. Use new vocabulary through the day. Develop social phrases. 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. Describe events in some detail.		Learn new vocabulary. Use new vocabulary through the day. 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. Connect one idea or action to another using a range of connectives.		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.	



		<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>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>Use new vocabulary in different contexts.</p>	
Physical Development			
Gross Motor Skills	<p>Revise and refine the fundamental movement skills they have required (rolling, crawling, walking, jumping, running, hopping, skipping, climbing).</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Further develop the skills they need to manage the school day successfully.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and co-ordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Fine Motor Skills	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
Literacy			
Comprehension (x referenced with Listening, Attention and Understanding)	<p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in story times.</p> <p>Engage in non fiction books.</p> <p>Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non fiction, rhymes and poems and during role play.</p>
Word Reading	<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 a few common exception words matched to the school's</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonics programme.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p>



	phonics programme.		Read simple phrases and sentences made up of words with known letter-sound correspondences, and where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
Writing	Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds with letters.		Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds with letters. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.		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.	
Sounds-Write Phonics	Phase 1	Initial Code	Initial Code		Initial Code	
Mathematics						
Number	Compare numbers. Count objects, actions and sounds. Link the number symbol with its cardinal number value. Subitise. Explore the composition of numbers to 10.		Compare numbers. Link the number symbol with its cardinal number value. Explore the composition of numbers to 10. Subitise. Automatically recall some number bonds to 10.		Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.	
Numerical Patterns	Understand the "one more than/one less than" relationship between consecutive numbers. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.		Compare, length, weight and capacity. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns.		Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when 1 quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
White Rose Maths	Getting to Know You Just Like Me!	It's Me 1,2,3! Light and Dark	Alive in 5! Growing 6, 7, 8	Building 9 and 10	To 20 and Beyond First Then Now	Find My Pattern On The Move
Understanding the World						
Past and Present	Name and describe people who are familiar to them. Talk about members of their immediate family and community. Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past.				Talk about the lives of the people around them and their role 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.	
People, Culture and Communities	Recognise that people have different beliefs and celebrate special times in different ways.		Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.		Describe their immediate environment using knowledge from observation, discussion, stories, non fiction text and maps.	

		Draw information from a simple map.	Know some similarities and differences between 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 text and when appropriate maps.			
The Natural World	Describe what they see, hear and feel whilst outside.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	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.			
Expressive Arts and Design						
Creating with Materials	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Develop storylines in their pretend play.	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.			
Being Imaginative and Expressive	Listen attentively, move to and talk about music, 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.	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Watch and talk about dance and performance art, expressing their feelings and responses.	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.			
Charanga Music	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind, Replay